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ABSTRACT

This manual provides materials to help managers, counselors, and teachers of the Adult Education Act, the Welfare Education Program, and State-Funded High School Equivalency or External High School Diploma programs in New York operate effectively. It would also be helpful to managers of any program for adults leading to a secondary credential. The seven basic functions of an effective adult basic education/high school equivalency program are discussed in the first section. The second section describes the federal, state, and division of continuing education requirements with which a program must be in compliance. Separate lists are given for the Adult Education Act and Welfare Education Programs and for State-Funded High School Equivalency Programs. The next three sections outline the responsibilities of the administrator, the instructor, and counseling personnel. Five adult basic education curricula are contained in the final section of the manual. Skill objectives are provided for reading, writing, arithmetic, listening and speaking the English language, as well as English as a second language (ESL). The reading and writing curricula divide skills into four levels. The ESL curriculum includes listening; speaking; reading; writing skills; and reference listings, describing grammatical structures, that are divided into four levels of student competency. (YLB)

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Managing Programs for Adults

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ADULT BASIC EDUCATION

ENGLISH AS A SECOND LANGUAGE

HIGH SCHOOL EQUIVALENCY

EXTERNAL HIGH SCHOOL DIPLOMA

CED36472

The University of the State of New York • THE STATE EDUCATION DEPARTMENT
Bureau of Curriculum Development and Division of Continuing Education • Albany, New York 12234
1983

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FOREWORD

Managing Programs for Adults -- Adult Basic Education, English as a Second Language, High School Equivalency, External High School Diploma has been developed primarily for managers of Adult Education Act, Welfare Education, and State-Funded High School Equivalency or External High School Diploma programs throughout New York State. By its nature, the manual should prove helpful to managers of any program for adults leading to a secondary credential.

The first five sections of the manual -- "Essential Functions for an Effective ABE/HSE Program," "Compliance," "Responsibilities of the Administrator," "Responsibilities of the Instructor," and "Responsibilities Related to Counseling" -- replace the bulletins that have been issued by the Division of Continuing Education over the last several years. By placing these sections in a looseleaf binder, deletions and additions may be made simply by substituting or adding pages where necessary.

The last section of the manual provides a curriculum to be used by program managers. While many programs have developed their own curriculums for reading, arithmetic, writing, English as a second language (ESL), and listening/speaking, the curriculums contained within this manual present minimum learning outcomes for instruction which should be examined carefully. Programs which have not developed their own curriculum will find these curriculums useful.

Managing Programs for Adults is intended to be a fluid document. It will change and grow as a result of suggestions from program managers and their staffs. It is expected to help ABE/HSE program managers, counselors, and teachers operate the most effective program possible.

The State Education Department does not discriminate on the basis of age, color, creed, disability, marital status, veteran status, national origin, race, or sex in the educational programs and activities which it operates. This policy is in compliance with Title IX of the Education Amendments of 1972. Inquiries concerning this policy may be referred to the Department's Affirmative Action Officer, Education Building, Albany, NY 12234.

ACKNOWLEDGMENTS

Managing Programs for Adults has been developed through the combined efforts of many professionals in continuing education. Russell Kratz, Associate, Bureau of Community and Continuing Education, New York State Education Department developed the general outline for the entire publication and wrote much of the content of the first two chapters: Compliance Requirements and Functions of An Effective Adult Basic Education and High School Equivalency Program. Initial input into the latter was provided by Noel Barash, Adult Basic Education Coordinator, Dutchess County B.O.C.E.S.; Ann Israel, Director of Educational and Community Services, Port Washington; Lawrence Lockwood, A.B.E. Coordinator, Yonkers; James Metzinger, Director of Education, Solidaridad Humana, New York City; and Betty Rifkin, Assistant Coordinator, New York City Board of Education.

Harvey Johnson, Associate, Bureau of Community and Continuing Education, served as chairperson of the committee which contributed the material for the chapter on the administrator's responsibilities. Some additional information was taken from Adult, Continuing, and Community Education, A Handbook for Administrators, New York State Education Department. Committee members were Robert Gallagher, Associate, Bureau of Community and Continuing Education; Lawrence Lockwood, Adult Basic Education Coordinator, Yonkers; and Thomas Walsh, Director of Continuing Education, New Rochelle.

Lois Matheson, Associate, Bureau of Community and Continuing Education wrote the chapter describing the responsibilities of the instructor with assistance from Helen Guiliano, Adult Basic Education Coordinator, District 7, New York City. Ideas were contributed from TOTAL: Techniques of Teaching Adult Learners, written by James C. Hall, Jr. and James M. Gibson, York College, City University of New York (with funding from the Division of Continuing Education).

George Kawas chaired a committee which drafted the chapter which focuses on various aspects of counseling. Serving on this committee were Carol Bartlett, Director of Continuing Education, Washington-Warren-Hamilton-Essex B.O.C.E.S.; and George Guides, Counselor, Adult Basic Education Center, Albany. Revisions in the draft were completed by Russell Kratz and Jean Napper, Associates, Bureau of Community and Continuing Education with advice from Barbara Bernadino, Counselor, Adult Learning Center, Long Beach; Melvin Rosen, Director of Continuing Education, Glen Cove; Thomas Neary, Coordinator of Adult Continuing Education, Roosevelt; Enid Hawthorne, Counselor, Port Washington; and Ann Israel, Director of Educational and Community Support Services, Port Washington.

George Tregaskis, Associate, Bureau of General Education Curriculum Development created the lists of skills in the listening and speaking curriculum, the reading curriculum, and the External Diploma and High School Equivalency entry level writing curriculum. In addition he chaired the committee which developed the English as a second language curriculum. The E.S.L. committee was composed of Elizabeth Buckley, Director, Adult Learning Services, Great Neck; Barbara Codd, Instructor, Washington Irving Adult Education Center, Schenectady; Lily Din Woo, Associate, Bureau of Bilingual Education; Karen Foster, Principal, Adult Education, Onondaga-Madison B.O.C.E.S.; Donna Kelsh, Coordinator, Association of YWHA and YMHA's of Greater New York-English Program; Janet Kibrick,

Instructor, Adult Learning Center, Buffalo; Christine O'Daly Brautigam, Supervisor of Instruction, York College Community Learning Center; Leslee Oppenheim, Instructional Facilitator, Adult Basic Education/High School Equivalency Programs, Board of Education, New York City; and Zita Radko, Instructional Specialist, Yonkers Adult Basic Education Program.

Michael Levine, Associate, Bureau of Community and Continuing Education, chaired the arithmetic curriculum committee. Serving on the committee were Chrystal Fuller, Supervisor of Instruction, Washington Irving Adult Education Center, Schenectady; Rose Marie Lamorella, Chief Learning Laboratory Specialist, Adult Learning Center, Albany; Ann Mattei, Instructor, Adult Learning Center, Albany; and Toni Meyer, Associate, Bureau of Mathematics Education.

The basic writing skills curriculum is derived from "Applied Writing," a 310 Special Project completed at New York City Technical College. Adaptation for this publication was made by Carole Weinstein, Writing Consultant, Corporate Communications Trainer, Blue Cross/Blue Shield and author of Applied Writing; and George Tregaskis, Associate, State Education Department.

Various members of the staff of the Bureau of Community and Continuing Education reviewed the manuscript at various stages of its development and contributed helpful suggestions. The final draft was reviewed by Neil Carr, Supervisor, and Robert Poczik, Chief, Bureau of Community and Continuing Education as well as by Garrett Murphy, Director, Division of Continuing Education.

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ESSENTIAL FUNCTIONS FOR AN EFFECTIVE ABE/HSE PROGRAM

INTRODUCTION

The seven basic functions of an effective ABE/HSE program are described broadly. Some examples are given of who might be responsible for these functions in different kinds of programs and how he or she might carry them out. An explanation is not given of how they specifically might be implemented in various programs. Regardless of the size of a program or the number of its sites, these functions must be in place for a program to be considered effective.

One might ask, then, what is an effective ABE/HSE program and what overall goal would be achieved by such a program? While many descriptive definitions might be given, the following has been accepted by the Division of Continuing Education: An effective ABE/HSE program is one that recognizes adults as total individuals with unique talents, experiences, and needs, and accepts them where they are and helps them to move as quickly and smoothly as possible to where they need to go.

BASIC FUNCTIONS

1. Management

   Management is the function which acquires resources for an effective program and coordinates all its functions. It insures that these functions work in harmony to support one another to help students reach their goals and to enable the program to meet its objectives.

   Regardless of the size of a program, someone must be responsible for the overall coordination. In small programs this responsibility may be assigned to a teacher or to the principal of the school or to another administrator who has this responsibility as part of his or her job description. Of course, in large programs one individual may have full-time responsibility for the management of the entire program. Specific responsibilities of the program manager are dealt with in the section, "Responsibilities of the Administrator."

2. Reception

   Reception or intake includes such things as the initial welcome to students, an orientation to the philosophy, staff and physical layout of the program, a process to determine and refine student goals, an informal or initial assessment of student needs, and formal registration of students.

   Many staff members may be involved in the reception function. The first individual with whom a student makes contact, whether by telephone or in person, may be the secretary. S/he should be aware of basic information about the program and show understanding to prospective students. This individual also may need to know some information about referring students to other programs. The program manager, a counselor, a teacher, a paraprofessional, or another student may be involved in orienting a prospective student to the philosophy, staff, and physical layout of a program. The program

manager, a counselor, a teacher, or a paraprofessional may be involved in articulating student goals and may be involved in the initial assessment of student needs. The same individuals may be involved in the formal registration of students.

3. Instruction

Instruction should provide adults with frequent opportunities to learn needed specific skills and knowledges in a variety of ways, and at the same time provide a sense of community, support, and security. Instruction should be based upon a curriculum, a structured series of intended learning outcomes. Curriculums for reading, writing, arithmetic, listening and speaking and ESL for adult basic education students are found in the latter part of this manual. Instruction should also provide learning prescriptions to meet students' needs based upon an ongoing process of diagnosing needs. All instructional staff should be familiar with all instructional services; these services should be well articulated so that adults can move smoothly from level to level within the program. Specific information about instruction can be found in the section entitled, "Responsibilities of the Instructor."

4. Support

Support includes all the processes which enable students to move toward their goals. Support involves processes within the program and those external to it. Examples of support activities are counseling, making linkages to human services and community resources, and building a feeling of community among students.

Virtually every staff member and student can be of support in enabling students to move toward their goals. Counselors or those involved with counseling functions (see section entitled "Responsibilities related to counseling") have specific support functions such as helping to satisfy needs surrounding learning (e.g., child care, transportation, employment, etc.). Teachers and paraprofessionals may provide support by recognizing students' achievements and the special events in their lives.

5. Transition

Transition is the function which governs the movement of students within the instructional program or to another program or activity. Transition touches several functions within a comprehensive program. It involves the management function because it may require moving student records within the program or sending them elsewhere. It involves the instructional function because teachers are involved in deciding whether or when movement should take place. It involves the support function because it is a time when counseling and encouragement are needed by students facing changes in schedule or assignment.

6. Staff Development

Staff development strives for the awareness of all staff members of the functions of an effective ABE/HSE program. If these functions are essential for an effective program, they should also form the basis for staff development. Just as each function of an effective ABE/HSE program relates to the adult student, a parallel function needs to be in place for the staff. For example, just as it is important to welcome and orient the student by means of the reception functions, it is equally important to have a welcome and orientation for a new staff member. The components of these functions for the staff may be different from those for the student, but they are equally important to make the program effective. They also may be formal or informal depending on the size of the program.

The program manager, instructional supervisor, or teacher responsible should conduct or arrange for staff development activities. (See the section entitled "Responsibilities of the Administrator"). Such activities may involve the management of the program or may be concerned with specific information related to instruction, counseling, or administration. Staff members should be encouraged to participate in training that will assist them with their responsibilities. Specific requirements for staff development are found in the section entitled, "Compliance."

7. Evaluation and Development

Evaluation and Development require gathering information to determine whether the objectives of the program are being met, whether students are actually moving toward their goals, and the restructuring or redesigning of functions to meet these objectives and to insure movement. Specifically, evaluation involves data collection and data analysis. While the program manager has overall responsibility for these functions, s/he needs the help of the clerical staff, the teachers, and the counselor(s). Development involves redesigning or restructuring any functions that are not moving students toward their goals or are not instrumental to reaching the objectives of the program. Staff responsible to carry out these functions should be involved in the process of redesigning or restructuring them.

Staff and Functions

Seven functions of an effective ABE/HSE program have been described. Clearly, these functions are closely related to each other; the absence of any one of them would seriously impair the effectiveness of a program. However, staffing limitations may dictate that several functions become the responsibility of a single staff member. In a small program, a teacher may be responsible for not only the instruction function, but the reception, support, transition, and some of the management functions as well. In a large program, paraprofessionals may be responsible for much of the reception function; counselors may deliver the support function; clerical staff may assist with the evaluation and planning

function; instructional supervisors may be responsible for the staff development function. The functions remain the same whatever the size of the program. Staff members may be responsible for part of a function, all of it, or be responsible for several functions.

The Community and Functions

The community or communities which the program serves influence the complexity of the functions. For example, a program that only serves limited English speaking students of a particular ethnic group at a single location may not have the need to diversify functions as much as a program that serves both limited English-speaking and basic education students at all levels at several locations.

COMPLIANCE

INTRODUCTION

A program must be in compliance with Federal, State, and Division of Continuing Education requirements. These are described on the following pages. Separate lists of requirements are given for Adult Education Act/Welfare Education programs and for State-funded High School Equivalency programs. If a program fails to meet all of the requirements, it is considered to be "out of compliance" unless either of the following conditions is met: (1) a letter is obtained from the Bureau of Community and Continuing Education permitting an exception for the program or (2) an agency's approved proposal includes features which would otherwise be judged to be out of compliance.

Each year a Self-Review Form to check for compliance is sent to each program manager. The area supervisor for each region will review this form with the manager to discuss any concerns regarding compliance.

PROGRAMS OPERATING ADULT EDUCATION ACT AND WELFARE EDUCATION GRANTS

A. Student Eligibility

The students in the program must

1. Be 16 years of age or older.
2. Be exempt from being enrolled in an elementary or secondary school.
3. Be either functioning at less than a ninth-grade level in reading or mathematics as indicated by a standardized achievement test or unable to speak the English language well enough to participate in English-speaking programs.

B. Cooperative Planning and Arrangements

The program must

1. Plan with other community agencies and organizations.
2. Work cooperatively with other community agencies and organizations.

C. Instructional Program

The program must

1. Operate classes at least 6 and not more than 15 hours per week.
2. Have an average daily attendance for the total of all classes of no less than 10, nor more than 20 adults per class.
3. Provide all classes free of charge.
4. Provide materials free of charge to all enrolled adults.
5. Provide instruction in reading, mathematics, oral and written communication, and life skills for English-speaking students and/or listening, speaking, reading, writing, and life skills for limited English-speaking students.

D. Teacher Qualifications

The teachers in the program must

1. If teaching English speaking students, have training and experience in teaching basic reading and mathematics.
2. If teaching limited English-speaking students, have training and experience in teaching English as a second language.
3. If the program is a public school program other than in New York City and Buffalo, have a valid New York State teaching certificate or if service is limited to part-time, a New York State adult education teaching certificate.

   OR

4. If the program operates within New York City or Buffalo, have a New York City or Buffalo license.

   OR

5. If the program is operated by a public or private non-profit, community-based organization, have qualifications based upon preparation and experience.

E. Curriculum

The program must provide curriculum guidelines to all teaching staff. (See the curriculum included in this manual.)

F. Counseling

The program must make individual and group counseling available to enrolled adult students.

G. Records and Forms

The program must maintain the following for each adult enrolled:

1. Registration forms
2. Testing data
3. Attendance data
4. Diagnosis of needs
5. Prescriptions of activities
6. (1), (2), and (3) above for five years.

The program must submit the following required reports when they are due:

1. The Adult Education Act Final Expenditure Report (FA-10-F) by October 1.
2. The Welfare Education Final Expenditure Report by August 1.
3. The Program Information Form within 15 days after classes begin.
4. The Adult Education Act and/or Welfare Education Objectives Report for Adult Basic Education (ABE) and Welfare Education (WEP) programs by February 15.
5. Adult Basic Education and High School Equivalency Program Report by August 15.
6. Welfare Education Program Quarterly Reports by October 15, January 15, April 15, and July 15.

H. Basic Education Testing

The program must

1. Give locator tests in reading and mathematics to determine approximate skill level. (See Appendix.)
2. Use achievement tests which cover grade levels from 2.0 to 8.9, which report scores in grade equivalents, and which have forms for retesting at required intervals. (See Appendix.)
3. Give the first achievement test within the first 12 program hours after the student enrolls.
4. Retest each student who is in a class that meets 9 or fewer hours per week at least once by the completion of each 100 hours of program time.
5. Retest each student who is in a class that meets 10 or more hours per week at least once by the completion of each 200 hours of program time.
6. Retest any individually tutored student at least every 50 hours of student contact time.

I. ESL Testing

The program must:

1. Give oral placement tests to ESL students prior to placing them in class.
2. Give to all students in a new class the initial ESL achievement test within the first 36 program hours. (See Appendix for approved tests.)
3. Give ESL students who enter the program throughout the year the first achievement test within 18 program hours of their entry into the program.
4. Retest each ESL student in a class which meets 9 or fewer hours per week by the completion of 100 hours of program time.
5. Retest each ESL student in a class that meets 10 or more hours per week by the completion of each 200 hours of program time.
6. Retest individually tutored students at least every 50 hours of student contact time.

J. Staff Development

The program must:

1. Require professional staff members working 9 hours or less per week to participate in a minimum of 10 hours of staff development annually.
2. Require professional staff members working 10 hours or more per week to participate in a minimum of 20 hours of staff development annually.
3. Pay for staff attending training sessions no more than 50 percent of the normal amount paid for an equal number of hours of regular employment in the program.

K. General Management

The program must:

1. Provide instruction that is individually prescribed and paced within each class.
2. Maintain individual student folders, easily accessible to teachers and students, which include test results, learning plans, lists of skills, and materials the student has mastered.

The program should:

1. Treat students with respect and dignity.
2. Involve them in the decisions concerning their learning program.
3. Give them regular feedback about their progress.

PROGRAMS OPERATING STATE-FUNDED HIGH SCHOOL EQUIVALENCY GRANTS

A. Student Eligibility

All students in the program must be:

1. 16 years of age or older.
2. Exempted from being enrolled in an elementary or secondary school.
3. Without a high school diploma or High School Equivalency diploma.
4. Achieving at the 7.0 level or above in reading as indicated by a standardized achievement test.

B. Program Personnel

All instructors in the program must have:

1. Either elementary or secondary New York State certification.
2. Opportunities for appropriate preservice and inservice training.

C. Instructional Program

The program must:

1. Operate classes at least 6 hours per week and not more than 15 hours per week.
2. Have an average daily attendance for the total of all classes of no less than 10, nor more than 20 adults per class.
3. Provide all classes free of charge.
4. Provide materials free of charge to all enrolled adults.
5. Provide instruction, when needed, in the curriculum areas described in Managing the GED Program for the High School Equivalency Candidate.

D. Assessment and Referral

The students in a program must be:

1. Given diagnostic tests to determine the specific skills which they need to pass the GED Tests.
2. Referred to the GED Tests when they score successfully on the GED Practice Tests.

E. Records and Forms

The program must maintain the following for each adult enrolled:

1. Registration form
2. Testing data
3. Attendance data
4. Learning prescriptions

The program must submit the following required reports when they are due:

1. High School Equivalency (HSE) Interim Report by February 15.
2. Adult Basic Education and High School Equivalency Program Report by August 15.
3. Program Information Form within 15 days after classes begin.

F. General Management

The program must:

1. Within each class, provide instruction that is individually prescribed and paced.
2. Maintain individual student folders, easily accessible to teachers and students, which include test results, learning plans, lists of skills and materials the student has mastered.

The students in the program should be:

1. Treated with respect and dignity.
2. Involved in decisions concerning their learning programs.
3. Given regular feedback about their progress.

APPENDIX

(COMPLIANCE)

ABE Locator Tests

Botel Reading Inventory
Follett Publishing Co.
1010 W. Washington Blvd.
Chicago, IL 60607

Wide Range Achievement Tests
Jastak and Bijou
Guidance Associates
1526 Gilpin Avenue
Wilmington, DE 19806

ABE Tests For Achievement

ABLE

Harcourt, Brace and Jovanovich, Inc.,
757 Third Avenue
New York, NY 10017

or

175 Homercrost Road
Syracuse, NY 13206

Tests of Adult Basic Education

California Test Bureau
Curricular Publications Division
Del Monte Research Park
Monterey, CA, 93940

or

1221 Avenue of the Americas
New York, NY 10020

Iowa Tests of Basic Skills

Houghton Mifflin Co.
2 Park Street
Boston, MA 02107

or

551 Fifth Avenue
New York, NY

Metropolitan Achievement Tests

Harcourt, Brace, and Jovanovich, Inc.,
757 Third Avenue
New York, NY 10017

or

175 Homercrost Road
Syracuse, NY 13206

Stanford Achievement Tests

Harcourt, Brace, and Jovanovich, Inc.,
757 Third Avenue
New York, NY 10017

or

175 Homercrost Road
Syracuse, NY 13206

ESL Oral Achievement Tests

Test	Ilyin Oral Interview (50-Item test)	John Test (Long Form)
Administration	Individual	Individual
Time	5 - 30 minutes	5 - 15 minutes
Description	Students answer and ask questions based on pictures; two forms of test - Bill and Tom.	Three sections: answering questions, connected discourse, asking questions.
Author	Donna Ilyin	Linda Kunz
Publisher	Newbury House Publishers 68 Middle Road Rowley, MA 01969	Language Innovations, Inc. 2112 Broadway Room 515 New York, NY 10023

Scores keyed to ESL levels:

Level 1	0 - 15 points	0 - 19
Level 2	16 - 30 points	20 - 40
Level 3	31 - 45 points	41 - 64
Level 4	46 - 65 points	65 - 85

RESPONSIBILITIES OF THE ADMINISTRATOR

COORDINATION OF ALL FUNCTIONS

Management is the function by which resources are acquired and coordinated with all the other functions in an effective program. It insures functions work in harmony to support one another to help students reach their goals and to enable the program to meet its objectives.

The program manager should be able to answer the following questions:

- To whom do I report?
- What is the overall mission of the agency?
- What are the manager's roles in and responsibilities for the program?

Knowing the answers to these questions guarantees that managers have an overall understanding of their administrative responsibilities. Specifically, managers should be aware of their mission and their chief administrator's expectations of the manager's role in that mission; managers should be prepared to present clearly and to justify their programs to their governing boards. Managers should be able to identify the exact amount of funds available for their programs and how to access them. They should establish and maintain regular contact with their business office.

The following are the major responsibilities with which any program manager, part-time or full-time, must be concerned. It is suggested that managers who are constrained by limitations of time and staff delegate some of these activities to qualified members of the advisory council and other volunteers.

Planning and Evaluation

- Plan programs with the advice and assistance of an advisory council and other cooperating agencies.
- Establish a program schedule using contract guidelines and agency calendars as a resource.
- Coordinate and cooperate with other managers.
- Install a program evaluation system.

Staff

- Consider teacher qualifications and the role of volunteers when recruiting, supervising, and training staff.
- Provide for professional growth of the program manager and staff members.

Finances

- Install and control a budget accounting system.
- Control supplies and equipment by
  - Knowing what to order.
  - Knowing how to order.
  - Knowing return time.
  - Knowing payment process.

Office Management

- o Prepare reports.
- o Provide for communications.

Program Promotion

- o Publicize the program using various media.
- o Give visibility to the program with the advice and assistance of an advisory council.

It is not possible for part-time and extra-time managers to devote as much time to these responsiblities as full or nearly full-time managers. Part-time and extra-time managers would be well advised to select priorities with special emphasis on the following:

- o Planning
- o Publicity
- o Staff Selection
- o Supervision
- o Evaluation

The manager has resources which can be helpful in carrying out this responsibility. They include:

- o Other managers (See the Directory of Public School Continuing Education Programs in New York State and the Literacy Program Coordinators List.)
- o Department staff (Know the Associate responsible for your area.)
- o State professional association (New York Association for Continuing/Community Education.)

No single individual assumes greater responsibility for the success or failure of the ABE/HSE program than the manager. This position requires a high level of talent in administration, supervision, and public relations.

ESTABLISHING LINKAGES

Establishing linkages with other agencies is recommended for ABE/HSE programs because it can strengthen and improve the delivery of services. Linkages may be entered into with a variety of agencies and for a limited or extended period of time. The first step in establishing linkages is to make known to deliverers of services to adults the nature, purpose, goals, services, schedules, and potential of the ABE/HSE program.

Potential outcomes for linkages are sometimes stated formally at the outset, but often are not known and can occur serendipitously. The very process of establishing linkages can be of value for its unexpected results as well as its planned objectives.

Some purposes for establishing linkages include: sharing of information about services, developing mutual referral files, establishing support with related agencies, sharing of personnel and other resources, joint funding, and avoiding unnecessary duplication of services.

The establishment of linkages may begin quite informally, even over lunch or coffee. Another way to establish a linkage is through members of professional associations. Informal contacts may often lead to regular meetings and eventually to more formal arrangements through cooperative planning.

Managers must take the initiative in establishing linkages and must acknowledge some fundamental premises in order to be successful. To succeed, linkages must be mutually beneficial. Managers must determine the benefit to the program; they must determine what the cost would be in terms of manpower, time, etc. Managers must determine if the linkage would promote current year's goals and objectives, or whether the linkage has potential for future program development.

Once having determined that a linkage would be beneficial to the ABE/HSE program, the manager must be prepared to point out to other managers the advantages of the proposed linkage. Managers should not let enthusiasm cause them to overextend themselves during these initial stages. It is better to promise less and deliver quality.

Managers should visit the site or sites of the proposed agency linkage. They should be sure that the linkage will be truly helpful to the ABE/HSE program. They should encourage the administrator to visit the ABE/HSE program. It will do much to clarify the nature of the proposed linkage and may even open unexpected avenues.

Managers should review the anticipated linkage with key personnel and the personnel who would be expected to maintain the linkage arrangements. This is important and should occur early in the process. The ABE/HSE staff must be behind the manager and be willing to work along the lines the manager is developing. They may suggest revisions to improve the plan.

Managers should meet the key personnel of the other agency and determine quickly who is the real facilitator of the other program. They should introduce their key personnel to those in the ABE/HSE program. These relationships will go a long way towards solving or preventing procedural and/or logistical problems.

At the end of the year managers should carefully evaluate the effect of the new operation. If the venture was successful they should present it to the advisory board and move to formalize the relationship by way of concrete cooperative planning and arrangements for the following year.

COOPERATIVE PLANNING AND ARRANGEMENTS

The purpose of this administrative function is to expand the scope of the program by providing community involvement and avoiding unnecessary duplication of services. Planning of this type should follow the linkage established earlier, and should be done with the advisory council.

Expanding the scope of the ABE/HSE program usually includes the acquisition of categorical services. For example, a hospital's mental health clinic may provide clinical and counseling services for pregnant teenagers. ABE/HSE programs can provide basic skills and job skills for the mother's re-entry into the world of work after the birth of a child. Further examples of categorical

services are programs for displaced homemakers, refugee services, dropout intervention, and vocational training programs.

The collaborator should be responsible for support and/or follow-up services. For example, B'nai Brith might provide recruitment and counseling for Russian-Jewish refugees; ABE programs could provide ESL, Americanization, and life skills training.

A proven strategy to expand the scope of the ABE/HSE program is making building space available for new services which students can use, such as consumer homemaking programs, child-care programs, and a first-aid room for community health examinations. Any of these could supplement the ABE/HSE program and also improve services to the nearby community.

Volunteer organizations can be solicited for support services. Volunteers can serve as tutors, classroom aides, learning lab assistants, and recruiters. College interns provide excellent candidates for managers willing to supervise them. Colleges often sponsor research projects which lead to program innovations.

ORGANIZING ADVISORY COUNCILS

The appointment of an advisory council in an ABE/HSE program is an acknowledgment that the program belongs to the people. Involvement of community representatives also helps to assure community support and to make the program relevant to community needs.

Guidelines should be established which clearly state the term of membership, the responsibilities of members, and the relationship of the advisory council to the organization's governing board.

There is no one formula for a successful council. Size, composition, and responsibilities vary from community to community. In large communities the ABE/HSE advisory council may consist of many different committees, each working on a special area. In smaller communities, a single group may handle all concerns. The ABE/HSE advisory concerns may also be handled by a subcommittee of an agency's community and continuing education advisory council.

The composition of the council is important. It is crucial to consider geographic, ethnic, and socioeconomic factors, as well as the power structure of the community in order to provide a cross section of ideas and interests. Members should be selected for their abilities and their willingness to volunteer time and energy.

Characteristics to consider when selecting advisory council members:

- Power and influence of the prospective council member -- recognition in the community, influence, and community contacts.
- Resources that the prospective council member may bring to the ABE/HSE program -- linkages with other agencies, ability to recruit workers and volunteers, connection with various media, and special talents.
- Knowledge of student needs and interests. In particular, students and graduates of the program may be considered for membership on the council.

The manager of the ABE/HSE program must devise ways of keeping the council informed about all ongoing activities so that the members can make plans or judgments based on a knowledge of the current program. The manager must also provide for secretarial help for the council to aid them in preparing reports and in disseminating information about meetings and committee recommendations. The public relations aspect of the council should be one of its most important contributions.

Areas in which the advisory council can be helpful include:

- o Surveying the needs and interests of the community.
- o Planning and reviewing the program.
- o Aiding in recruitment of students.
- o Assisting with presentation of progress reports to governing board.
- o Assisting in publicity, especially with regard to local media.
- o Serving as a link between the program and community organizations.
- o Aiding in obtaining financial assistance and additional services from the public and private sectors.
- o Serving as a speakers' bureau to service groups, social agencies, and political organizations.
- o Assisting the program with finding further education and training opportunities for students.

A council which is not provided with important tasks will soon lose interest. The effectiveness of the group will depend upon how well the program manager can utilize the council and its advice.

RECRUITING STUDENTS

Recruitment of students for adult basic education and for high school equivalency classes is the single most important task in preparing for the operation of a program. Unless a minimum enrollment of 10 persons per class is met, the ABE/HSE program cannot begin. The program manager must remember that many residents may never have heard about the program and know very little about it.

A systematic recruitment plan should be developed based upon all available resources and opportunities to reach all target groups. Information directed to them should be stated in a style and form which will be most appropriate and effective in communicating the nature and content of the ABE/HSE program and the advantages it offers to those who will participate. It is important to remember that programs for those who cannot read must be publicized in nonprint media or be addressed to people who have contact with the target group.

Possible recruitment endeavors can include:

- o Attractively printed brochures which describe the program may be circulated throughout the community to such places as supermarkets, barbershops, beauty salons, recruiting offices, banks, laundromats, and personnel offices. A source for obtaining further information should be prominently displayed.
- o Interagency agreements should promote the ABE/HSE program and encourage enrollment in the program.

- o News articles featuring innovative teaching, human interest stories, and descriptions of the ABE/HSE program should be prepared periodically for local papers.
- o Spot announcements should be forwarded to radio or television stations. Direct contact with the stations to determine the nature, format, and timing of the announcement is highly desirable.
- o Interviews on local radio or television stations can be scheduled.
- o Flyers and posters describing the program or specifically designed to reach particular segments of the population and carrying the same information as the brochure, should be distributed to suitable locations.
- o Oral presentations of information can often be highly effective; members of the advisory council may assist the manager in this by acting as speakers at meetings of clubs and other organizations. Religious leaders are helpful in distributing information about the program. The assistance of students and graduates of the program to serve as speakers and recruiters is another effective recruitment endeavor.
- o Paid recruiters are often more highly motivated and more effective than volunteers.

Many potential students cannot speak English. It will be necessary to prepare recruitment materials in the native language of the adults attempting to be reached.

No single method will work best in every community or with every individual. Good recruiting is often a result of experimenting with as many methods as possible, realizing that they will work with varying degrees of success. However, it is recommended that a record be kept of what recruitment procedures are most successful.

MAINTAINING RECORDS

ABE/HSE activities, like other educational programs, must be documented at the local level. An attendance record must be kept for each class as an original document to verify activities recorded in the annual report. Class records should be kept in the agency files and available for auditing. They should contain:

- o Name of class
- o Name of instructor
- o Names of registrants and their attendance
- o Number and length of class sessions
- o District of residence of each enrollee (BOCES only)

It should be noted that these records are legal documents and in rare instances can be required to be presented as evidence in courts of law. Ideally, records should be retained for 10 years. Records for federally funded projects should be kept for 5 years. Attendance records should be retained permanently.

Annual Statistical Report

An annual report called the Adult Basic Education and High School Equivalency Program Report should be completed and submitted at the close of the

school year. Forms to be completed are mailed directly to the Director of Continuing Education or the Adult Basic Education Coordinator. Since this is an official document that is audited, care must be taken to assure its accuracy and completeness. All data from Adult Education Act, Welfare Education, and State-funded High School Equivalency programs must be reported annually. The required submission dates of this report and others follow.

The Division of Continuing Education requires that these data be collected by local programs and supplied to it on a regular basis for the following reasons:

- The U.S. Education Department and the New York State Department of Social Services which distribute respectively Adult Education Act and Welfare Education funding require that these agencies be supplied with certain information.

- The State Education Department in its Adult Education Act three-year program plan has committed the State program to particular objectives and must collect certain data to show that these objectives have been met.

- The Division of Continuing Education, under its charge to distribute funding within the State on a competitive basis and to monitor programs thus funded, has determined that additional data are required for evaluating programs.

Local programs will find that a number of the required data collection items are also of value for internal program operation, evaluation, and for supplying required data to other funding sources and referral agencies. In response to local needs, additional data may be collected.

REQUIRED REPORTS

Objectives Report For ABE And WEP Programs (Use one report)	Date Due:	February 15
	Period Covered:	7/1--1/31
Adult Basic Education/ High School Equivalency Program Report	Date Due:	August 15
	Period Covered:	7/1--6/30
Program Information Form	Date Due:	15 days after the beginning of classes
Welfare Education Program Quarterly Report	Date Due:	15 days after the end of the quarter
	Period Covered:	10/1--12/31 1/1-- 3/31 4/1-- 6/30 7/1-- 9/30

In addition to these reports, the Superintendent of Schools receives the Continuing Community Education Annual Report Form each year. Information about Adult Education Act, Welfare Education, and State-funded High School Equivalency programs and all other programs for adults are entered on this form.

DEVELOPING A BUDGET

The proposed budget (Form FA-10) for the operation of an Adult Education Act project has the following purposes:

- To assist the applicant agency in assessing its needs for, and the planning of, necessary expenditures for the project.
- To provide the Division of Continuing Education with itemized expenditures for the project.
- To provide the Division of Educational Finance of the New York State Education Department and the New York State Department of Audit and Control with the required information so that those Departments may authorize the issuance of payments toward the project.
- To insure that expenditures made by the participant agency have the prior approval of the State Education Department.

Submittal Time

- The deadline for submitting budgets is established by the Division of Continuing Education. A project application and budget must be received and approved by the Division of Continuing Education before the beginning of any project activities and prior to the incurrence of any project obligations by the applicant agency.

Budgetary Balance Factor

- In order to assure a proper balance between direct instructional expenses and all other expenses, a budget must be so constructed that projected and actual expenses in category A must equal or exceed expenses in category B. Category C expenses lie outside of this equation.

BUDGET BALANCE

CATEGORY A
1015 Instructional salaries, to include:
Teachers
Life Skills educators
Staff development for instructional staff
1016 Paraprofessionals serving in an instructional role
Total Category A

CATEGORY B
2015 Administration and supervision
1016 Noninstructional personnel
1045 Supplies and materials
2015 Guidance
5280 Employee benefits
Total Category B

CATEGORY C
Rental
Utilities and custodial charges
Travel
Equipment
Indirect costs

Budget Control

- The budget should be reviewed regularly to see that monies are correctly spent. The funds should not be overspent in any budget category. It is recommended that the manager work with the Department area representative if he or she has a surplus of funds. Monies can be moved from one category to another by a budget amendment. This procedure can be done if there is a surplus of funds, and often the monies are moved into the needed category. During the last 2 months of the year it is important to review the budget and, if necessary, make a budget amendment so funds can be properly spent in the project. In some cases the budget will have to be extended with the permission of the State Education Department.
- It is recommended that the manager establish a dual record system to insure budget control. These records should be kept in the program office and be compared to the local finance office records on a regular basis.

Special Instructions

- All indirect costs for administration of a project are claimed by using the indirect cost rate for restricted programs approved for use by the Division of Educational Finance.
- Two copies of Form FA-50 (Special Program Administrative and Supervisory Position Description) must be submitted for each administrative or supervisory position in the project budget.
- The project funding date assigned by the Division of Continuing Education is the earliest possible date for encumbrances in the operation of the project. This date cannot, however, be earlier than July 1st of the fiscal year the project begins. Expenditures made prior to the funding date will not be reimbursed.
- Careful attention should be given to the special directions on the front page of the Proposed Budget Form.
- Fiscal Guidelines for Federally Funded Projects will provide very helpful information for developing a budget; it can be obtained from the Division of Educational Finance, New York State Education Department, Albany, New York 12234.

Developing an Evaluation System

Evaluation of the ABE/HSE program at the local level is important because it helps the program manager answer the question: how do you know whether your program is a success or not? The success of the program may be determined by:

- Establishing objectives for the year and reviewing them every 3 months to see if the objectives are being accomplished.
- Reviewing the data being collected for the various state and federal reports. If done on a regular basis these provide a formative evaluation and allow time for adjustments to the program.
- Reviewing the interim reports. Look at the hours of instruction and compare with the recorded accomplishments. It is suggested that this be done quarterly. A ratio should be developed to show the relationship between the hours of instruction and the objectives. Compare actual accomplishments with what is expected for that period of time.

ACQUIRING FUNDING AND MERGING FROM VARIOUS SOURCES

In order to develop an ABE/HSE program, as comprehensive as possible, the program manager should attempt to engage a variety of funding sources to support the program. Even small programs which normally operate with only Adult Education Act funds may seek to broaden their financial base in order to address additional needs or unserved populations. Many large programs, or BOCES, have already developed multiple funding sources such as those operating learning centers. Each funding source brings with it different requirements, reports, and paper work.

Typically, additional funding sources provide basic skills or skill training for adults. Sections of the Vocational Education Act (VEA), the Comprehensive Employment and Training Act (CETA), and the Office of Vocational Rehabilitation (OVR) authorize funding for adult programs.

To learn about possible additional sources of funding, program managers might investigate the following:

- Federal Register
- School District business office or grants office
- Local businesses and industries
- Local boards of education
- Prime sponsors
- Other program managers
- Agencies with which linkages have been established

After acquiring these funds, a program manager must be creative in merging them to produce a balanced and responsive program to meet the needs of students.

How to Interest Other Agencies in Working With the Program

Managers may:

- o Identify employers and agencies which encounter people with low literacy levels, and therefore, find it difficult to hire or serve them. They may then analyze how other agencies can benefit from purchasing the services of the program.
- o Contact the following about the services the program offers: employment service counselors, personnel officers and family counselors.
- o Contact agencies whose mission is to hire or train disadvantaged populations and can make referrals to your program. Among agencies interested in occupational development are county social services offices. CETA and the Chamber of Commerce often seek students from ABE/HSE programs. Some of them have been willing to purchase educational services from ABE/HSE program managers.

How to Account for Funds from Various Sources

- o A program manager who conducts a multi-funded program bears a dual responsibility. Not only must the manager make judicious and appropriate use of funds from each grant or contract, the manager must also be prepared to account for the use of monies provided by each funding agency. Special attention must be paid to the specific requirements of each funding source, especially with regard to client eligibility, effective dates, and special purposes and restrictions.

- o It is not uncommon for administrators to associate a client with a particular funding source and no other. In this way clients become "captives" of one particular program or grant and are denied service offered through other programs which may be sharing the same building or directed by the same administrators. Managers should be sensitive to the resources which they may have at their disposal and employ them in beneficial combinations in behalf of their clientele.

- o When clients receive services from several programs sequentially (or simultaneously) efforts should be made to maintain records which reflect this multiple support. Record systems which are student-based rather than program-based provide the best documentation of the uses of the several-funding sources which are available. Each service can be shown along with its effective dates and funding source. Program based reports can be compiled from student-based data.

Acquiring funding and merging funding from various sources can be best learned from direct contact with successful program managers in the field. A program manager can work with the Division staff assigned to the area to arrange a meeting or phone call. Help also can often be obtained from the business manager or special project coordinator of the program manager's own agency.

STAFF RECRUITMENT

To have an efficient ABE/HSE program, staff members should understand the adult learner and the principles underlying adult education. Specifically, prospective teachers and counselors should be familiar with the concept of individualization and its importance to adult learning. Discussing some essential elements of the literacy endeavor with prospective staff members at the outset may prevent future unhappiness caused by a lack of understanding of how an ABE/HSE program is operated.

Credentials and Qualifications

Teachers, counselors, paraprofessionals, and volunteers are often recruited by the program manager with the assistance of the personnel office, and are expected to have the following credentials or qualifications:

Teachers

- Bachelor's degree in appropriate area (master's preferred)
- New York State teaching certificate in appropriate area
- At least 3 years of teaching experience
  - Work in remedial programs or other situations involving individualization preferred
  - Work with adults preferred

Counselors

- Master's degree
- Previous adult counseling experience
  - Work with adults in job placement or career counseling situations preferred

Paraprofessionals

- Previous experience in dealing with people
- Clerical ability

Volunteers

- Previous volunteer experience
- Recommendation by reliable agency or person
- Willingness to accept training

Procedures

Procedures for hiring staff will vary from program to program; the following elements, however, should be included in the hiring process:

- Prospective staff members should file an application with the personnel office and be interviewed; the manager of the ABE/HSE program should be one of the interviewers.
- Prospective staff members should observe classes and meet other staff.
- If the prospective staff member and the manager agree on the conditions of employment, a provisional period should be established as part of the contract of employment.

Because many positions are dependent upon Federal grants which are established annually, contracts for staff members should be limited to period of one year only.

Employment Interviewing

The program manager should be guided by the following points in the conduct of employment interviews:

Preparation

- o Review the applicant's resume or application for employment prior to the interview.
- o Know the requirements of the position.
- o Prepare an outline of the questions that need to be asked of the applicant to help gain insight about his or her qualifications.
- o Remember the questions that may not be asked in the interview (see "Unlawful Pre-Employment Questions" on the following page.)
- o Arrange a time and place for the interview that is comfortable and will prevent interruption.
- o Interview in places that are accessible to disabled persons.

Conducting the Interview

- o Establish and maintain a friendly, pleasant atmosphere.
- o Listen -- really listen -- to the applicant.
- o Gain information through pertinent and appropriate questions.
  - Use an outline and the application to focus questions.
  - Ask for further clarification if information is not complete or is confusing on the application.
  - Don't assume you know what the applicant means. Ask follow-up questions: why, what, when, where, and how.
  - Avoid "yes/no" questions.
- o If interested in the applicant, ask him or her for references, especially the names of former supervisors or employers.
- o Provide the applicant with information about the position to be filled.
  - Explain where the position is situated in the organizational structure and to whom the incumbent reports.
  - Give a general description of working conditions with specific details about hours of work, overtime, travel (if any), production standards, etc.
  - Give an honest estimate about promotion or career opportunities.
  - Give the applicant an opportunity to ask questions.

Closing the Interview

- o Inform the applicant when he or she can expect to hear from the manager. As a general rule, it is not advisable to make an immediate job offer unless the manager has made a prior reference check and/or personally knows the applicant and has made the decision that he or she is the best qualified.

- o If it is obvious that the individual does not meet the requirements of the position, indicate this to the applicant and, if possible, suggest other types of positions that he or she might consider.

Evaluation

- o Summarize for future reference impressions of the applicant (in writing) immediately following interview.
- o Make a reference check either by personally telephoning individuals submitted as references by the applicant or asking the personnel office to do so. (As a general rule, it is not recommended that written references, including college placement files, be relied upon.)

Unlawful Pre-Employment Areas to Question

- o Birthplace of applicant
- o Birthplace of applicant's parents, spouse, or other relatives
- o Applicant's religious affiliation, religious holidays observed, or attendance at religious services
- o Questions directly or indirectly seeking indication of race or color, including complexion or color of skin
- o Asking for a photograph of applicant
- o Applicant's nationality, national origin, descent, or parentage
- o Marital status of applicant or information on spouse or other family members, including children
- o Arrangements for child care
- o Arrest record

As a general rule, the manager should ask the same questions of every applicant, making no distinctions in this regard because of age, sex, race or handicapping condition.

Some administrators screen the applicants and then invite the finalists to an interview conducted by a panel consisting of the program manager, a personnel officer, and an interested third party such as the occupational education manager. This panel makes the final choice.

Staff Development

Participation in staff development activities by all adult basic education staff is required by the Division of Continuing Education. This requirement may be met through a variety of educational opportunities such as locally sponsored staff training, Department-sponsored workshops, professional association workshops, and college courses.

Individual staff initiative in the delivery of the program and its development is encouraged. Such initiative will build commitment and foster a feeling of ownership on the part of the staff. This may be accomplished by the following.

- o Needs Assessments
- o Solicitation of staff input, (suggestion box)
- o Open door policy of the administration

- o Monthly faculty workshops
- o Systematized staff review of educational material
- o Membership and activities in professional and community-based organizations and conferences
- o Department sponsored staff development activities

The secretary may collect a list of staff concerns, suggestions and topics for monthly workshop sessions. A monthly agenda can then be developed; when the topic requires, outside presenters may be used.

Review of New Materials

All current material can be displayed in the central office for staff review.

- o Teachers sign-out material for classroom review
- o Manager assigns materials to appropriate teachers for field-testing
- o No materials are ordered unless classroom-tested

Membership and Activity in Professional Organizations

A record for each staff member of staff development activities should be kept.

- o Staff attendance cards should list the professional organizations to which each staff member belongs.
- o Attendance at workshops, conferences, etc. should be recorded on staff attendance cards where staff development activities can be tracked.
- o State-sponsored training, college-related courses, etc. should be recorded.

RESPONSIBILITIES OF THE INSTRUCTOR

The instructor's responsibility is to manage a learning environment which helps learners to learn and apply the basic skills of reading, writing, listening, speaking, and computation.

These basic skills are stressed because they are tools for acquiring and transmitting information. The inability to obtain information results in a lack of resources to manage one's own life. Adults in literacy programs often lack the information-gathering and problem-solving skills necessary to manage living in a complex society. Literacy programs provide the opportunity for adults to learn the skills which enable them to become self-directed learners independently seeking information on health, finances, legal matters, and interpersonal relations.

In order to plan the optimum learning environment, the instructor must be concerned about the student, the message and the delivery of the message.

The Student

All learning brings about change within students. Anyone, anything, any event, any place can cause a change in knowledge, attitudes, performances, skills, behavior, and perceptions of students.

Learning (change) occurs most readily when the instructor recognizes the total nature of the students -- their self-concept, ambition, financial need, motivation, success, security, independence, preferred learning style, purposes, and levels of attainment. Information about students can be obtained in a variety of ways: interviews, questionnaires, previous records, achievement tests, cognitive mapping instruments, and observations. Information should include personal characteristics, likes and dislikes, learning needs and experiences, as well as personal and occupational goals.

The Message

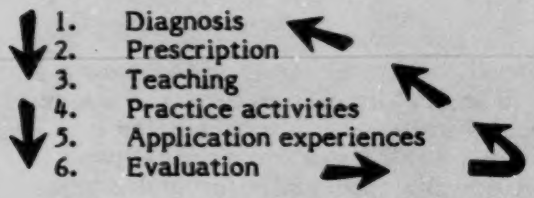
The message is the curriculum, or what is intended to be learned by the students. Curriculum is expressed as a series of intended learning outcomes, about information, attitudes, skills, and processes. A curriculum, or series of intended learning outcomes for reading, arithmetic, writing, listening and speaking, and ESL is contained in this manual. Within the wide range of learning outcomes, the instructor needs to select, with the learner's involvement, the most relevant items in order to achieve both program and individual goals.

It is important that instructors be sensitive to how adult learners feel about what they are going to learn because their perceptions and feelings directly affect learning success.

Delivery

The delivery is the plan of how the learning environment will be managed. The instructor facilitates the learning so that learners can move through the

learning program as rapidly as possible to achieve their goals, taking as little of their time and energy as necessary. To facilitate this learning, the following basic instructional process must be in operation.



This process is fundamental to skill development. The instructor initiates a testing program which is based on the curriculum and which includes preliminary placement inventories, achievement tests, and specific diagnostic tests to find out where students are in relation to the curriculum. Then the prescription, or specific learning plan is determined and discussed with the students. Next, the teaching or learning activity is conducted, followed by practice activities in workbooks or other resources. Common needs may be addressed by group instruction; singular needs will require an individualized program of instruction. Students are then encouraged to apply their learnings to situations in their daily lives. Finally the students, with the instructor, evaluate what learning has occurred and identify the next steps in learning, again cycling through the instructional process.

In order to implement a basic instructional process, the instructor needs to:

- Use a taxonomy which relates intended learning outcomes to materials and methods of instruction. The instructor needs to identify which skills the students need to master and direct them to appropriate instructional resources. It is best to use a variety of approaches and materials.

- Maintain a recordkeeping system which both the instructor and the learners may use and which tracks learning sequences and accomplishments.

- Establish an environment where the students feel free to explore materials that are labeled and accessible.

- Orient students to the use of diagnostic instruments, instructional materials and methods, and individual prescriptions.

- Use diagnostic instruments which test the major skill areas. (For example, in reading: comprehension, vocabulary, phonic and structural analysis.)

- Prepare learning prescriptions or plans and oversee the learners as they work on the tasks, always asking for their reactions and suggestions.

- Provide interaction opportunities for groups of students with common needs and interests.

- o Encourage situations in which learners can apply new knowledges, skills, and perceptions in their life activities.

- o Arrange for formal and informal evaluation at regular intervals.

The instructor is the person in the program who manages the learning process and is accountable for what is done, the way in which it is done and the results. Above all, the instructor is responsible for listening to the learners for their goals, learning preferences, learning frustrations, and evaluations.

In conclusion, it is important to mention that instructional services and counseling services should be coordinated. The goals of both components should be the same -- the development of sufficient skills to enable learners to be independent, self-directed problem solvers, more capable of managing their daily lives. The instructor provides experiences for learning basic skills. The counselor provides experiences in helping the learner develop skills in obtaining information and utilizing resources of the community.

RESPONSIBILITIES RELATED TO COUNSELING

A requirement for all Adult Basic Education and High School Equivalency programs is that they shall make individual and group counseling available to enrolled adult students. The implemention of this requirement is affected both by the size of the program and the number and background of the staff. While the degree to which counseling is provided will vary, it is expected, nevertheless, that all programs will provide a number of basic counseling functions. The following rationale describes the need for counseling, its basic functions, and some suggestions concerning how to implement the functions effectively in various size programs.

Rationale

Most adults enrolled in Adult Basic Education or High School Equivalency classes have goals of far greater import than learning to read, write, or compute. The adult student's short-term objective may be literacy, but his or her long-term goal is likely to be related to a better job, a better life, self-improvement, improved self-esteem, and assimilation into society.

Standing in the way of achieving these goals is a variety of barriers. Educational deficiencies are certainly among the barriers, but poor self-image, discouragement, sense of failure, unfamiliarity with "the system," and inability to make decisions are greater barriers to realizing potential and meeting goals.

Counseling is essential to assisting adults in overcoming barriers and achieving goals. Effectively delivered, it enhances the academic program and should result in improved academic achievement. While certain aspects of counseling can be provided only by professional counselors, an analysis of the basic counseling functions required in ABE/HSE programs reveals many components that can and should be provided by all personnel in all programs.

General Definition of Counseling

Counseling, as practiced in literacy programs, deals with both the affective domain and the cognitive domain; i.e., it deals with feelings, attitudes, and emotions, as well as information and skills. It should be personal, one-to-one on occasion, group oriented on other occasions, and confidential. It should not be advising, but should elicit and reflect the students' thoughts; it involves listening, assisting, and understanding; providing a framework for students to self-assess, formulate goals and objectives, make decisions, and solve problems.* It should provide the educational, social, and career information they need, and should assist them in acquiring the skills needed to set goals and to act on decisions.

*Some concepts reflect material in Administration of Continuing Education, "Counseling and Guidance Services," Ed., Nathan Shaw. National Association for Public and Continuing Adult Education (NAPCAE), Washington, D.C., 1969. (pp. 236-262).

A good counselor recognizes limits. Educational counseling is not meant to be therapeutic. When adult problems seem so undermining as to be beyond the scope of time limitations, the skills of the counselor, or the self-control of the student, students should be referred to outside professional help. This is especially important for noncounselors who find themselves cast in the role of counselor.

Counseling Functions and Activities

Although the following counseling functions or activities are required of all programs, the means of providing them may vary considerably.

Orientation of Students

The first impression of the program can make a difference in whether the adult gets off to a good start and stays with the program. Included should be a discussion of the goals of the program, the logistics of the center, attendance, regulations, etc., and reasons for any test administered. All personnel involved in the program should be aware of the anxiety adults feel and should provide both the supportive environment and information necessary to reduce that anxiety. Staff should also let adults know what support services are available to them in the center. This orientation can be either a one-on-one interview or a small group process.

Assessment of Students

Students should be assessed at entry and at subsequent intervals. This assessment is determined in a number of ways and by a variety of tests and inventories. Individual student data may be collected by completing a registration form, record card, etc. Only locator tests should be given during intake and test anxiety should be addressed. Depending on the size of program and staff, testing should include locator tests, achievement tests, and diagnostic tests. Other tests which may be administered include career interest inventories, personality tests (as related to career interests), and attitudinal tests. Career interest inventories are useful for ABE/HSE students. Their use is optional but recommended by many program managers. In general, ability and aptitude tests are not necessary and may be threatening to adults. In the rare instance when they are used, they should be given only when basic skills are at a level sufficient to make testing valid.

Counseling Interview

Each student should have an interview with a staff member, preferably a counselor, if available. This interview should assess the objective information found in tests, and should elicit information about students, particularly their goals, problems, and needs. At the beginning of the counseling process, the interview should assist students to begin the process of choosing educational experiences and setting goals consistent with ability, interests, and personality. It should not be directive, but should provide information that will help them make their own choices.

The counseling of ESL students is often hindered by language barriers. If any staff member is bilingual, that staff member should make every effort to welcome students and help them feel comfortable. Staff should attempt to

identify experiences of adults in their own country. Entry-level ESL students often have short-term goals that are narrow in scope and which focus on learning English and assimilating the culture. Upper-level ESL students will, of course, begin to explore wider options.

It is important that all students have an active role in mapping academic routes and plans. Test results should be shared honestly and clearly with students, relating results to student goals. If possible, the teacher should be invited to participate in some part of the interview, to be introduced, and to share assessment information.

Ongoing Counseling

Ongoing counseling should be provided in various ways, usually within the time-frame of regular program hours. It may be part of the regular instructional process, or individual students may be taken out of class for interviews. In large programs, additional counseling hours may be provided for students whose schedules permit it.

- o General supportive environment. A supportive environment should be provided by all personnel. It should be marked by a respectful, generally humanistic approach to students. Staff also should provide a readiness to listen and not be in a hurry; there should be a willingness to intervene should life problems occur, either by appropriate referral or, on occasion, by advocacy.

- o Individual counseling. As far as possible, all students should have individual interviews with staff at intervals, particularly when moving to a different academic level or when separating from the program. These interviews should reassess the students, and assist them with decision-making and goal setting.

- o Information giving. In classes, or in individual or group counseling sessions, information should be provided to adults about educational options, job opportunities, career requirements, social agencies, and health agencies to assist them in realizing their goals and solving their problems.

- o Planning processes. Problem-solving and decision-making skills should be developed. The counseling process, though it deals with the affective domain, is most effective when it includes a strong cognitive component, such as life skills activities. Adults should acquire skills in making decisions, taking risks, and making informed choices, so that they develop independence to deal with the future. Counselors should choose learning activities and tools appropriate to the developmental stages and abilities of the students.

- o Group counseling. In some programs, a group career counseling process may be included. It should be structured with specific objectives -- and not be a free-wheeling rap session. Group counseling usually requires a professional counselor. If a counselor is not available, a career discussion process of limited scope should be provided.

Life Skills

Life skills dealing with such things as resume writing, job interviewing skills, consumer awareness, transportation information, financial management, etc. should be included in all programs. Life skills instruction can take the format of classroom instruction, bringing resource people in from the community, or a more formal commercially available life skills program. It should be both informational and skill-building in content.

Referral

All programs should develop referral files. Many of these files are the client-oriented component of linkages described earlier. Many referrals are to agencies, but others are to individuals. Staff should become aware of resources in the community at large. Part-time programs may not have files as complete as larger programs but should strive to develop them. In the meantime, they will tend to refer to other counseling services with more complete referral mechanisms. The files should include referral sources such as:

- Educational institutions, e.g., colleges, Empire State College, BOCES, and other vocational schools
- Libraries, Educational Information Centers (EIC's), Job Information Services (JIS)
- Employers
- Mental health agencies
- Vocational rehabilitation agencies
- Social services agencies
- Employment agencies, U. S. Employment Office, unions
- Job placement offices
- Voluntary organizations and community-based organizations
- Motor vehicle department
- Drug and alcohol rehabilitation agencies

Almost as important as referrals is the followup of those referrals. Program managers should call agencies to alert them to the referral. They should call later to inquire as to whether the student appeared and should remind students of the referral. Sometimes knowing that program managers are interested will stimulate action on the part of students.

Job Placement

Job placement can be provided either by informal referrals, or by utilizing job placement counselors in other programs, such as vocational programs, CETA, U.S. Employment Service, and job clubs.

Ombudsman/Advocacy

It is also important to assist adults who have questions about or difficulties with the system. Examples: How to register to vote. Whom to call when there is no heat. How to reinstate welfare benefits. This function should not overwhelm the program. It should also be educational. Adults should learn how to help themselves.

Personnel

Counseling in ABE/HSE programs can and should be provided by all personnel in the program. The kind of counseling and degree provided are affected by the professional skill of the provider and by natural abilities. It is desirable to have a professional counselor. Where no professional counselor is funded directly by the program, counseling functions must be assumed by other staff or be provided through referrals to other agencies.

Personnel who could provide counseling to adult learners are first, full-time counselors with experience and training in adult education counseling; second, professional counselors not specialized in the education of adults, but having personal qualities which would work well with adults and who are willing to acquire the knowledge and experience needed; third, professional adult educators who provide counseling functions either as part of their teaching or administrative work, or as their major responsibility; fourth, nonprofessionals, paraprofessionals or volunteers.

In programs that do not have sufficient professional counselors, it is not only possible but desirable to develop counseling skills in other personnel. Several factors are needed to make this practice successful. The primary consideration is the personality and attitude of the person providing counseling functions; a second factor is the availability of referral resources; and a third factor is the ability to recognize when a problem needs to be referred.

Administrators

Following are responsibilities of the administrator related to counseling:

- Hiring staff. Even in small programs, if an administrator hires carefully, he or she can meet support service needs of adult students effectively. Following are some desirable characteristics to look for when hiring staff:
  - Knowledge of adult learning styles
  - Awareness of social, personal, and developmental needs of adults
  - Experience working with adults
  - Knowledge of the world of work
  - Empathy for undereducated adults
  - Nonsexist, nonracial orientation and not discriminating by age, as required by Federal Law
  - Master's degree in counseling or social work
  - Certified counselor
  - Familiarity with guidance information systems
  - Experience in group dynamics
- Providing staff development in counseling for all staff. This may be done in cooperation with other program administrators or the Department.
- Improving his or her own awareness of good counseling procedures
- Developing a resource network for the program

- Seeking out and providing materials for counselors and staff to use

- Making use of electronic data bases available in his or her school district, such as the Guidance Information System and other computerized information.

- Developing linkages. Through cooperative arrangments with other agencies, program managers can often access counseling services in the community. These may involve county, State, and Federal offices such as Social Services, Office of the Aging, Social Security, etc., as well as voluntary groups such as ethnic associations, civic groups, churches, settlement houses, charitable organizations, and unions. Linkages developed by the administrator, sometimes with the participation and help of counselors and teachers, often result in cooperative arrangements which can enhance and complement programs of all agencies involved.

- Evaluation of linkages and referrals. Agencies vary in effectiveness. Continue to work with those that serve your students best.

- Administrators should assume many of the counseling functions described in the next section under "Teachers," particularly in part-time programs.

Teachers

In all ABE/HSE classes, the teacher plays a major supportive role. Where no professional counselor is available, that role is even more important. The counseling functions are relevant to all teachers of adults since counseling is implicit in nearly all teaching of adults. It has been said that good teachers need to know their subjects, be familiar with a range of methods so that they can select the most appropriate one, and above all know the people they are teaching. The conscious development of counseling can help to develop a learner-centered approach to teaching. Teachers may involve themselves in activities related to counseling functions by

- Participating in intake and orientation when needed.

- Participating in administering tests, if needed. Participating in interpretation of test results. Being aware of data gathered on each student and relate it to the classroom learning experience. If no counselor is available, attempting to elicit affective information from students to better relate teaching to their goals. Attempting to bring information into the content of instruction that will bear on adult needs and goals.

- Assisting adults, as far as possible, in decision-making. Trying to keep current about job requirements and educational options, and integrating this information into the instructional process.

- Providing life skills learning opportunities. Inviting community resource people into the class -- a librarian, a dentist, a Red Cross representative, etc. Having class discussion on life skills topics. Trying to get reading material related to these topics on an appropriate reading level.

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  - Familiarity with guidance information systems
  - Experience in group dynamics

- Providing staff development in counseling for all staff. This may be done in cooperation with other program administrators or the Department.

- Improving his or her own awareness of good counseling procedures

- Developing a resource network for the program

- Seeking out and providing materials for counselors and staff to use

- Making use of electronic data bases available in his or her school district, such as the Guidance Information System and other computerized information.

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- Assisting adults, as far as possible, in decision-making. Trying to keep current about job requirements and educational options, and integrating this information into the instructional process.

- Providing life skills learning opportunities. Inviting community resource people into the class -- a librarian, a dentist, a Red Cross representative, etc. Having class discussion on life skills topics. Trying to get reading material related to these topics on an appropriate reading level.

- Assisting adults as far as possible with crisis situations, encouraging their independence.

- Demonstrating a positive attitude toward helping adults achieve as much as they are able.

It is important to note that while teachers are encouraged to assist adults in crisis, they should refer serious personal problems either to the counselor or administrator. They should discourage a student from ventilating personal issues in class. The student who does so may not return because of subsequent embarrassment.

At times the teacher is the only empathetic person on staff. If a problem is immediate, personal and unavoidable, he or she should deal with it after class or out of class. Matters of a nonpersonal nature -- housing, for example -- can be discussed in class and can even create real learning opportunities.

Also, staff should be careful not to ask questions out of curiosity. They should elicit only necessary information, being careful to protect the privacy of the student.

Professional Counselors

When a professional counselor is a part of the staff, many of the functions described above will be carried out by the counselor. The degree to which this occurs will depend on whether the counselor is part-time or full-time. The presence of a counselor, however, should not excuse the rest of the staff from a counseling role. Counseling should be viewed as a shared, coordinated responsibility. In addition to the implied responsibility of the counselor, the professional counselor in a program should keep teachers informed of individual student needs, and should assist the rest of the staff in providing a total supportive environment, as well as an environment that challenges students to grow.

Nonprofessionals

Secretaries and aides are often the first contact for students. It is desirable that they have personal qualities that will help students. The nonprofessional staff can also assist with test administering and scoring.

Paraprofessionals or Volunteers

Paraprofessionals or volunteers should not be expected to provide professional help. They should be provided with staff development by the administrator to help them understand the needs of the adult students. They should be expected to provide a supportive environment.

Peer Counseling

Peer counseling can be an effective means of providing support. Program-sponsored peer counseling should only be provided under the supervision of a professional counselor or an administrator familiar with the process. It should also be provided only by peers who have been trained in a specific process. Spontaneously occurring peer help is, of course, encouraged.

Summary

Quality is far more important than quantity. When adult students know that the staff cares, then a great deal can be done even with limited resources. Since ABE/HSE programs vary in size, a formula stating exactly how each program should provide counseling would not be practical. The administrators of each program should examine the recommended counseling functions and determine what the program should do and how to proceed. Most important is a commitment on the part of all staff to provide education in an environment that both supports the adult students and challenges them to achieve their potential. By providing all the counseling functions described, a program will be addressing the counseling needs of its adult students.

ADULT BASIC EDUCATION

READING SKILLS CURRICULUM

This curriculum describes the reading skills students should possess before entering a high school equivalency program. It also describes the reading skills required in the 6-hour Tests of General Educational Development -- including those skills tested by the "Practical Reading" section of the test. The listing of pre-G.E.D. reading skills assumes that the student is reading at a 5.0 level and needs to raise his or her reading level to 7.0 -- the level commonly accepted as requisite to entry into a high school equivalency program. A 0 to 4.9 listing of reading skills is being developed and will be distributed at a later date.

Until this supplement is available, it must be assumed that a student with a 5.0 reading level:

- Has acquired the common reading readiness skills of auditory and visual discrimination
- Has adequate sensory faculties and psychomotor skills
- Has established a "set" for proper teacher-student interaction
- Is able to make the symbol-sound associations of the English language
- Recognizes common affixes and roots
- Is able to alphabetize
- Possesses a sight vocabulary of at least the 220 words most commonly used in written English (See Dolch's list or any similar list.)

Furthermore, a 5.0 reading level assumes that the student is able to assess correctly the meaning of simple and compound sentences, related sentences within a paragraph, and related paragraphs within a connected discourse when such have been composed at a fifth grade reading level as determined by the vocabulary used and the length of the sentences.

As previously mentioned, the following list of reading skills is intended to bridge the gap between the 0 to 4.9 basic literacy program and the reading level recommended for entrance into a G.E.D. program. It must be understood that any reading curriculum is learned -- if not always taught -- in a spiral fashion; i.e., a student may be taught to find the main idea, when directly stated, in a paragraph of fifth grade level, but he or she may go on to apply that skill -- often independently -- to paragraphs of an increasingly more difficult reading level, or may expand that basic skill to determining the main idea of a paragraph when it is not directly stated. With this understanding, it becomes unnecessary for the following skills to be reiterated at different reading levels. Suggested levels at which the skills may be introduced is alone sufficient. (Such is provided in parentheses after each skill.)

The listing of skills is divided into four parts. The first part describes the reading skills which a student needs in order to use, on an independent basis, commercially prepared G.E.D. preparation workbooks (excluding pre-G.E.D. workbooks). The second part is a "break out" of those reading skills previously included in the comprehensive listing of reading skills required by the former 10-hour GED. (See Developing High School Equivalency Reading Skills.) The criteria for this "break out" were:

(1) Is it required by the new 6-hour GED tests? and
(2) Is it a skill that can be introduced using (and applied to) material written between a 5.0 and 7.0 reading level?

The third part of this listing of skills addresses those "practical" reading skills newly introduced with the 6-hour test and which lend themselves to being introduced at 5.0 to 7.0 reading levels.

The fourth part lists the remaining reading skills which are tested by the 6-hour G.E.D. tests and which need to be taught as part of any G.E.D. preparation program.

READING SKILLS (5.0-7.0) NECESSARY FOR INDEPENDENT STUDY IN GED PREPARATION PUBLICATIONS

The student will be able to:

- Follow basic, written, one-step directions (5.0)
- Follow basic, written, two-step directions (6.0)
- Follow the development of a didactic discourse (7.0)
- Recognize the use of italics and bold type to highlight important or new terms (5.0)
- Utilize a glossary (5.0)
- Utilize a dictionary (5.0)
- Identify speaker and object of address in dialogue (6.0)
- Use a process of elimination in answering multiple-choice questions (7.0)
- Verify responses in workbooks designed for independent study (7.0)
- Explain the difference between examples and exercises (6.0)
- Make marginal notations and underline as reinforcement for recalling significant facts (7.0)
- Apply all reading skills acquired at 5.0 level to material written at 7.0 level

READING SKILLS REQUIRED BY THE 6-HOUR GED TESTS WHICH CAN BE INTRODUCED DURING PRE-GED INSTRUCTION

The student will be able to:

- Determine unknown words the meanings of which are directly stated by definitions (5.0)
- Determine unknown words the meanings of which are directly stated by examples (5.0)
- Determine unknown words the meanings of which are directly stated by modifiers (7.0)
- Determine unknown words the meanings of which are directly stated by restatements (7.0)
- Determine unknown words the meanings of which are implied by repetition of key words (7.0)
- Determine unknown words the meanings of which are implied by connecting words (7.0)
- Determine unknown words the meanings of which are implied by parallel sentence structure (7.0)
- Determine unknown words the meanings of which are implied by restatements (7.0)
- Determine unknown words the meanings of which are implied by antonyms or by contrast (7.0)
- Determine the meanings of unknown words by using roots and affixes commonly found in social studies and science reading material (6.0)
- Identify the main idea of a paragraph when provided by the author as a direct statement (5.0 - 7.0)
- Relate details to the main idea of a paragraph (5.0 - 7.0)
- Identify basis for organization within a paragraph or series of related paragraphs (7.0)
- Comprehend two dimensional charts and graphs (7.0)
- Identify sequence of detail within a paragraph or series of related paragraphs (5.0 - 7.0)
- Identify author's role (6.0)
- Identify setting within a paragraph or series of related paragraphs (6.0)

PRACTICAL READING SKILLS REQUIRED FOR THE 6-HOUR GED TESTS WHICH CAN BE INTRODUCED DURING THE PRE-GED INSTRUCTION

The student will be able to:

- o Derive information from public transportation timetables (6.0)
- o Follow the sequence and procedure in a recipe (6.0)
- o Interpret a simple contract written in lay terms (7.0)
- o Assess correctly information in advertisements (5.0)
- o Derive information from classified ads (6.0)
- o Utilize indexes and other common reference tools (5.0 - 7.0)
- o Derive information from a T.V. program schedule (5.0)
- o Interpret public service announcements (6.0 - 7.0)
- o Derive information from simple street maps (5.0)
- o Derive information from warranty literature (7.0)
- o Derive information from common product labels (5.0 - 7.0)

READING SKILLS REQUIRED BY 6-HOUR GED TESTS

The student will be able to:

- Identify the main idea of a series of related paragraphs when provided by the author as a direct statement
- Infer the main idea of a series of related paragraphs
- Relate details to the main idea in a series of related paragraphs
- Relate details to details in a series of related paragraphs
- Identify basis for organization in a series of related paragraphs
- Infer the intended reader and intended effects in a series of related paragraphs
- Identify emphases in a series of related paragraphs
- Identify connotations as clues to author's bias
- Infer author's attitude toward topic
- Compare divergent texts
- Discriminate facts from opinions in a paragraph or series of related paragraphs
- Interpret political cartoons
- Recognize content area vocabulary for social studies, science, and mathematics
- Infer scientific generalizations
- Read chemical equations
- Comprehend 3-dimensional charts and graphs
- Recognize literal meaning
- Identify sequence of details in a paragraph or series of related paragraphs
- Recognize tone in a paragraph or series of related paragraphs
- Identify theme in a paragraph or series of related paragraphs
- Identify point of view in a paragraph or series of related paragraphs
- Infer characterization in a paragraph or series of related paragraphs
- Comprehend meaning of figurative language

ADULT BASIC EDUCATION

WRITING SKILLS CURRICULUM

This writing skills curriculum is presented in four parts: basic skills common to most daily writing tasks, writing skills which are demanded by the external diploma assessments, writing skills which a student should possess upon entering a high school equivalency program, and the writing skills that are assessed by the Tests of General Educational Development.

As might be expected, some of the skills are listed in more than one area of instruction.

BASIC WRITING SKILLS

The student will be able to:

- o Write the letters of the English alphabet in both upper and lower case using both manuscript and cursive
- o Write the Arabic numerals 0 to 9
- o Write, with correct spelling, the 220 words most commonly used in written English either from memory or by applying spelling rules or phonic generalizations (Example: Dolch's Basic Sight Vocabulary.)
- o Locate specific words in a dictionary
- o Write a simple sentence (statement, question, and exclamation) with a subject and a verb and an adjective or adverb if needed
- o Use capitalization properly
- o Use terminal punctuation properly
- o Use the comma correctly
- o Combine three to four sentences into one paragraph that is properly indented and that develops one central thought
- o Record a simple telephone message in writing
- o Complete basic forms (applications for licenses, employment, entitlements, census forms, enrollment forms, rental agreements, etc.)
- o Address an envelope
- o Compose in writing:
  - . A friendly letter
  - . A letter ordering merchandise
  - . A letter of complaint
  - . A letter of application
  - . A reply to a classified ad
  - . A shopping list systematized in some way
- o Proof and revise his or her writing
- o Prepare a resume, which:
  - . Organizes and presents information in the following categories
    - - Basic data (name, address, and telephone number)
    - - Education and/or training (names, addresses, and dates of schools attended and special training programs)

- Work history (complete names and addresses of previous employers including part-time and vacation jobs, volunteer and homemaking experiences, and dates worked with most recent job being listed first)

- Military service (branch of service; highest rank achieved; duties performed; special skills, education, and training received)

- References (names and address of three people other than relatives who know the writer personally and the writer's abilities as a worker)

. Display a proficiency in capitalization, punctuation, spelling, subject-verb agreement, word usage, and verb tense

o When filling out a job application, more than basic writing skills are necessary. In order to provide the information requested, the student must be able to:

. Understand the format and coordinates of charts found on an application
. Understand the specialized vocabulary, terminology, and abbreviations that are used on applications
. Follow directions accurately

o Once these requirements are understood, the students must further be able to:

. Write and/or print clearly
. Write abbreviated forms, such as dates (4/23/82)
. Write the names and addresses of previous employers (this may require researching yellow pages and old paycheck stubs)
. Describe accurately using phrases and clauses

EXTERNAL DIPLOMA PROGRAM WRITING SKILLS

The writing portion of the New York State External Diploma assessment focuses on four writing tasks: writing a paragraph, writing a consumer complaint letter, preparing a resume, and completing a job application form. The specific skills to be developed for preparing a resume and for completing a job application form are listed in the previous section, Basic Writing Skills. The specific skills to be developed for writing a paragraph and a consumer complaint letter follow.

- When writing a paragraph, the student will be able to:
  - Write a main idea sentence which states clearly the topic of the paragraph; the sentence is to include the proper use of a subject, a verb, and modifiers
  - Support the main idea sentence with statements of details, examples, or facts that make the main idea clear or explain why the writer feels the way he/she does
  - Write a concluding statement that summarizes the subject of the paragraph and that repeats the main idea sentence in a slightly different way
  - Indent the first word of the paragraph
  - Display proficiency in capitalization, spelling, punctuation, verb tense, subject-verb agreement, word usage, and legibility of handwriting
- When initiating a consumer complaint letter, the student will be able to:
  - Write the heading, inside address, salutation, body, and complimentary closing of a business letter and place them in the proper place on the paper
  - State clearly the nature of the complaint, detailing the type of item purchased, where and when the purchase was made, and what the problem is with the item
  - State clearly what is to be done about the complaint; in other words, suggest a solution to the problem
  - Provide the address and phone number where writer may be contacted
  - Display proficiency in capitalization, punctuation, spelling, subject-verb agreement, word usage, verb tense

HIGH SCHOOL EQUIVALENCY ENTRY LEVEL WRITING SKILLS

Because the writing skills test of the G.E.D. does not require the testee to create any original writing and, because the commercial materials commonly used in high school equivalency classes require little original writing, the following skills (the first eight of the Basic Writing Skills) are sufficient for a student to have on entry into a high school equivalency class:

- Write the letters of the English alphabet in both upper and lower case using both manuscript and cursive
- Write the Arabic numerals 0 to 9
- Write, with correct spelling, the 220 words most commonly used in written English either from memory or by applying spelling rules or phonic generalizations (Example: Dolch's Basic Sight Vocabulary.)
- Locate specific words in a dictionary
- Write a simple sentence (statement, question, and exclamation) with a subject and a verb and an adjective or adverb if needed
- Use capitalization properly
- Use terminal punctuation properly
- Use the comma correctly

However, because the workbooks traditionally used in high school equivalency programs assume an independent study mode of instruction, it is important for the student to have, in addition to a seventh grade reading level, the following "study skills."

The student must be able to:

- Record responses in confined spaced provided by workbooks
  Example: _____
- Follow written directions
- Use a dictionary
- Use a table of contents
- Retain what has been read
- Follow logical patterns in written presentations
- Recognize order in a process
- Apply what has been read and learned when answering questions
- See relationships

WRITING SKILLS ASSESSED BY THE TESTS OF GENERAL EDUCATIONAL DEVELOPMENT

- Spelling

  The student will be able to:

  - Recognize errors in words which conform to standard spelling rules
  - Recognize errors in words which do not conform to standard spelling rules
  - Recognize errors in the use of the hyphen

- Capitalization and punctuation

  The student will be able to recognize errors in:

  - Initial words in a variety of structures
  - Nomenclature, titles, etc.
  - The uses of terminal marks
  - The uses of the comma
  - The uses of the colon and the semicolon
  - The uses of quotation marks
  - Underlining
  - The use of parentheses
  - The use of the apostrophe

- Usage

  The student will be able to recognize errors in:

  - Noun usage
  - The use of regular verbs
  - The use of irregular verbs
  - Subject-verb agreement
  - Pronoun usage
  - Pronoun-antecedent agreement
  - The use of modifiers
  - The use of verbals
  - The placement and the use of modifiers
  - Grammatical structure
  - The use of prepositions
  - The use of conjunctions
  - English language usage

- Sentence Correction

  The student will be able to recognize and correct errors in:

  - Noun usage
  - The use of regular verbs
  - The use of irregular verbs
  - Subject-verb agreement
  - Pronoun usage
  - Pronoun-antecedent agreement

- The use of modifiers
- Verbals
- The placement and use of modifiers
- The use of prepositions
- The use of conjunctions
- Grammatical structure
- English language usage

o Logic and organization

The student will be able to:

- Determine that a sentence or idea has no place in the logical order of the passage (irrelevancy)
- Use transition words or other connectives to establish the relationship between ideas or sentences (sentence relationships)
- Use the appropriate word to convey the meaning, given the style of a passage (recognizing slang, colloquialism, diction)
- Reduce the number of words in a sentence and rearrange them in one sentence (economy)
- See the need to avoid ambiguity (clarification)
- Select the best order for the sentences in a passage (ordering)
- Divide a passage into appropriate paragraphs (paragraphing)

ADULT BASIC EDUCATION
ARITHMETIC SKILLS CURRICULUM

The following listing of arithmetic skills represents those competencies which are essential for a student to possess in order to profit from individualized study in the commercial materials which are commonly used to prepare for the mathematics test of the Tests of General Educational Development. With the exception of the more advanced skills in the Problem Solving section, this list of arithmetic skills also describes the outcomes of a comprehensive adult basic education arithmetic curriculum.

Written in a simplified behavioral objectives format, the phrase, "The learner will be able to ..." is understood to precede each skill entry. It is also understood that the learner's responses are to be written, graphic, or manipulative -- unless so stated to be verbal.

The introduction of the skills in the Solving Word Problems section does not necessarily have to be delayed until all the previous skills are mastered. Indeed, experienced teachers frequently integrate the teaching of word problems in arithmetic with the teaching of basic number facts, thus providing a social context for the learning of these skills.

Numbers & numeration	Count numbers by rote
	Read and write the cardinal numbers 0-1,000,000,000
	Read and write the words for the cardinal numbers zero to one billion
	Read and write ordinal numbers first through tenth
	Identify the place values in any given number including places to the right of the decimal
	Provide the number before, after, or between two given numbers from a number line presented graphically or verbally
	Skip count to 100, using all numbers from 2 through 10, on number lines and number charts
	Provide the cardinal numbers corresponding to given sets
	Identify equality, inequality of numbers and extend quantitative comparisons in many different situations in terms such as bigger than, greater than, same size as, less than, equal to . . .
	Round off numbers
	Distinguish between even and odd numbers. Identify prime numbers less than 100 (A prime number is a natural number greater than one, the only factors of which are one and itself.)
	Show the difference between positive and negative numbers as they relate to common physical situations; i.e., temperatures above and below zero, gains and losses of yardage in football games, etc.
	Read and write dollars and cents notation
	Use the exponential form of powers, 2, 3, 5, and 10
	Compare Arabic and Roman systems of numeration from I through M

Vocabulary

Read and demonstrate comprehension of the following terms:

Digit	Prime	Between
Number	Less than	Exponent
Numeral	Greater than	First
Cardinal	Equal	Last
Ordinal	Unequal	Middle
Odd	Before	Factor
Even	After	Composite

Operation with whole numbers

Addition

Demonstrate that addition is the joining of two disjoint sets to form a new set

Add a series of single-digit numbers without regrouping in horizontal and vertical format

Add a series of single numbers with regrouping in horizontal and vertical format

Add a series of multi-digit addends without regrouping in horizontal and vertical format

Add a series of multi-digit addends with regrouping in horizontal and vertical format

Demonstrate that the sum of any number added to zero is the number:

$N + 0 = N$

Rename numbers

Example:

$47 = 40 + 7 = 30 + 10 + 7 = 30 + 17$

Subtraction

Demonstrate that subtraction is the removing of elements from a given set to find the number left

Subtract two-digit numbers in horizontal and vertical format

Subtract two-digit numbers, no regrouping, in horizontal and vertical format

Subtract any two multi-digit numbers with regrouping in horizontal or vertical format

Subtract any pair of multi-digit numbers involving zeros in the minuend or subtrahend in horizontal or vertical format

Multiplication

Demonstrate that multiplication is the total in a number of equal groups or in an array

Example:

2 X 3

3 X 2

Demonstrate the relationship between repeated addition and multiplication

Demonstrate skill and rapid recall of multiplication facts through 100, using audiovisual materials such as blocks, arrays, grids, number lines, and multiplication tables

Complete the following table and identify the pattern caused by the commutative property:

Example:

a X b = b X a

x	0	1	2	3	4	5	6	7	8	9
0										
1										
2				6						
3			6							
4										
5										
6										
7										
8										
9										

3 X 2 = 6 and 2 X 3 = 6

Multiply any multi-digit factor and single-digit factor with no regrouping in horizontal and vertical format

Multiply any multi-digit factor and single digit-factor with regrouping in horizontal and vertical format

Multiply multiples of 10 and a two-digit factor that are written in horizontal or vertical format

Multiply a multi-digit factor by a multi-digit factor, excluding any multiplier with zero, in a horizontal or vertical format

Demonstrate that the product of any number times 1 is the number:

$N \times 1 = N$

Demonstrate that the product of any number multiplied by zero is zero

$N \times 0 = 0$

Division

Demonstrate that multiplication and division are "opposite," inverse, or "doing-undoing" operations

Divide any single-digit dividend by a single-digit divisor

Divide any multi-digit dividend by a single-digit divisor excluding zeros

Check the answers to division problems by using multiplication

Divide any multi-digit dividend by a single-digit divisor in a horizontal or vertical format

Divide any multi-digit dividend by a two-digit divisor ending in a multi-digit quotient with no remainder

Divide a multi-digit dividend by a multi-digit divisor ending in a multi-digit quotient with a remainder

Demonstrate skill and rapid recall of division facts relating them to multiplication

Use calculators to reinforce base 10 notation as well as to check the answers to problems involving large numbers

Compute with whole numbers using order of operations (parentheses, exponents; multiplication, division in order from left to right; addition, subtraction in order from left to right)

Vocabulary

Read and demonstrate the comprehension of the following terms:

Addition	Minuend	Dividend
Subtraction	Difference	Quotient
Multiplication	Fact	Remainder
Division	Multiplier	Order of operations
Addend	Multiplicand	Parenthesis
Sum, total	Product	Name
Subtrahend	Divisor	Rename

Fractions

Demonstrate the idea that a unit fraction represents one of several equal parts of a whole, using concrete objects and number lines

Example:

$\frac{1}{6}$

$\frac{1}{4}$

Relate the various unit fractions to one whole unit or to one group, expressing the relation as one part out of many parts

Example:

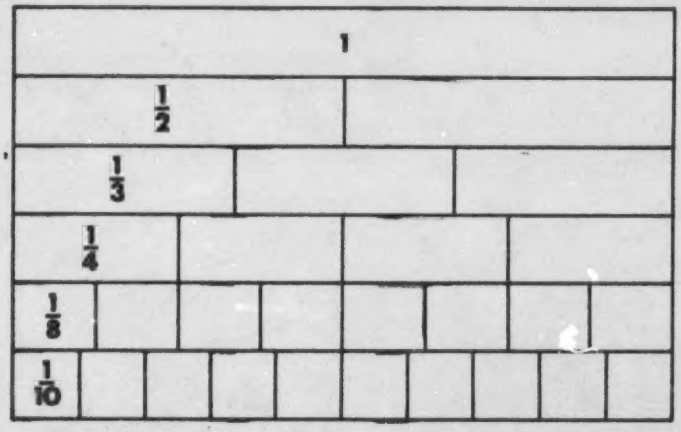
Shade a specified part or parts of a circle, square, or rectangle and name the fractional part(s)

Order commonly used fractions, using such terms as "greater than," "less than," and "between"

Example:

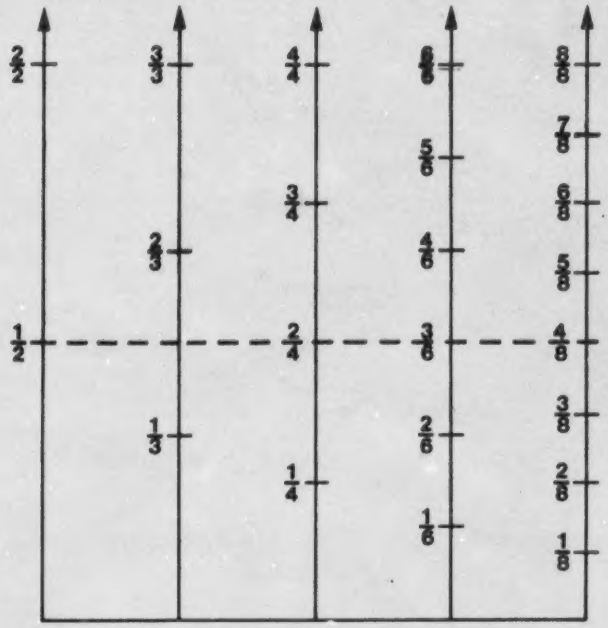
$\frac{1}{2} > \frac{1}{3} > \frac{1}{4}$ $\frac{1}{6} < \frac{1}{5} < \frac{1}{4}$

Show that two-halves, three-thirds, four-fourths, are equal to one whole, using concrete models, number lines, and pictures



Use numerator, denominator and ratio as a means of comparing two numbers

Compare fractions on a coordinated set of number lines:



Write a set of fractions equivalent to a given fraction

Show fractions with numerators and denominators factored into primes

Example:

$$\frac{6}{24} = \frac{2x3}{2x2x2x3}$$

Add and subtract fractions with like denominators in horizontal or vertical format

Reduce fractions to simplest form (In lowest terms the numerator and the denominator of a fraction have no common factors except 1)

Distinguish between proper and improper fractions

Change improper fractions to equivalent mixed numbers and the reverse

Use factoring techniques to determine common denominators

Add and subtract fractions that are written in horizontal or vertical format with unlike denominators and simplify the answer

Add any two fractions whose sum is greater than one and rename the sum as a mixed number

Subtract a minuend from a subtrahend which is a whole number or a mixed number that must be renamed

Multiply any two or three fractions and simplify the answer

Multiply any combination of two or three fractions and/or mixed numbers in horizontal form and simplify the answer

Compute the quotient of any two fractions and simplify the answer

Compute the quotient of any two mixed numbers or whole number and fraction combinations and simplify the answer

Compute with fractions and mixed numbers using order of operations and simplify the answer

Vocabulary

Read and demonstrate comprehension of the following terms:

Numerator	Equivalent
Denominator	Factoring
Fraction	Simplify
Improper fraction	Reducing
Proper fraction	Compute
Mixed number	Computation
Colon	Ratio

Decimal fractions	Identify the place value of any decimal to millionths
	Read and write decimals
	Demonstrate the ability to compute a simple addition and subtraction using money notation
	Convert fractions to decimals and decimals to fractions
	Order any set of decimals from smallest to largest
	Round off decimals to the nearest tenth, hundredth, thousandth
	Add and subtract decimal fractions in vertical or horizontal format
	Subtract any two mixed decimals with unlike place value with regrouping
	Multiply decimal fractions to the thousandths place
	Divide decimals by whole numbers
	Divide where divisor is tenths, hundredths, thousandths
	Divide where both divisor and dividend are decimal fractions
	Divide to nearest tenth, hundredth, thousandth as required
	Compute problems incorporating both decimal and common fractions; i.e., $\frac{3}{4} + .1$; $.20 - \frac{2}{3}$
Vocabulary	Read and demonstrate comprehension of the following terms:

Decimal fraction	Cent
Tenths	Rounding off
Hundredths	Nearest
Thousandths	Reciprocal
Ten-thousandths	Divisor
Hundred-thousandths	Horizontal
Millionths	Vertical
Decimal point	Inverse

Percent	Demonstrate that a percent is a fraction with hundred as denominator

Demonstrate that percent is used as a convenient way of making comparisons

Change a common fraction to a percent

Change a decimal fraction to a percent

Change a percent to a common fraction

Change a percent to a decimal fraction

Use a percent to express a relationship greater than one

Find the percent of a given number (whole number, common fraction, or decimal fraction)

Find the whole when a part and percent are given

Find the percent when a whole and part are given

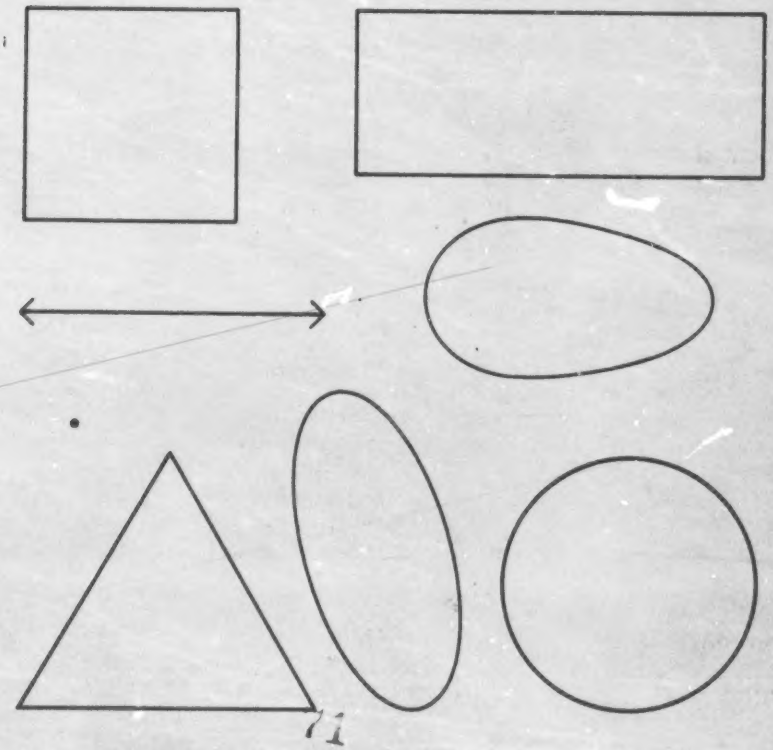
Vocabulary

Read and demonstrate an understanding of the following terms:

Percent	Whole
Part	Comparison

Geometry and measurement

Identify the following graphics:



Determine perimeter and area for triangle, rectangle, and square

Contrast the uses of the word "measure" as applied to time, length, liquids, solids, area, weight, and mass

Use standard units of measure in both the metric and customary system:

liter--quart

kilogram--pound

meter--yard

Write conversions within both the metric and the customary system; i.e., 12 in. = 1 ft. or 100 cm = 1 meter -- not 12 in. = 30.48 cm

Perform arithmetic operations and regroup within both the metric and customary system

Vocabulary

Read and demonstrate comprehension of the following terms:

Point	Square unit		
Line	Liter	Centi	
Triangle	Gram	Kilo	
Quadrilateral	Meter	Deca	Milli
Square	Pound, Ounce, Ton		
Circle	Quart, Pint, Cup, Gallon		
Oval	Peck, Bushel		
Perimeter	Second, Minute, Hour, Month, Day, Year, Week		
Area	Inch, Foot, Yard, Mile		
Customary	Metric		
Unit			

SOLVING WORD PROBLEMS

Whereas the mathematics test of the G.E.D. emphasizes solving word problems, considerable instructional time needs to be devoted to the following skills.

Sequence 1-16 illustrates a single step problem. The choice of arithmetic operation is crucial to an attempted solution but a number sentence in formal form is not. Pictures or sketches can be used to facilitate an understanding of the situation. While the examples contain whole numbers, fractions and decimals can and should be a part of each hierarchy of skills and practice as the problem-solving mode is explored and strengthened.

Skills for Solving Word Problems - A Hierarchy of Skills with Basic Operations

	Given	The student will be able to find	Example
1.	Amount of both (all) parts	Amount of whole	Maria has 3 keys; Roy gives her 5 more. How many does she have now?
2.	Number removed, number left	Number at the start	Roy took 3 folders from Maria. She now has 5 left. How many did she have in the beginning?
3.	Number of the whole, number of one part	Number of the other part	Maria has 10 crates. Roy took some and left her with 8. How many did he take?
4.	Number at start, number at end	Number added	Maria had $5 and went to play cards with Kim. After the game she had $12. How much did she win?
5.	Number at start, number desired	Number needed	Maria has gathered 4 eggs. She needs to fill a box that holds one dozen. How many more will she need to find?
6.	Number at start, number given away	Number left	Maria has 20 pencils. She gives 12 to Kim. How many does she have left?
7.	Number at end, number received	Number at start	Maria had some magazines. After Kim gave her 12, she had 35. How many did she have to start?
8.	Number of two parts	Number of difference	Maria has 20 pencils. Kim has 35 pencils. How many more does Kim have than Maria?

9.	Number in whole, amount in a subset	Number in remaining subset	Kim has 30 books. Twelve are science fiction. How many are not science fiction?
10.	Number of larger part, number of difference	Number of smaller part	Maria has $15, which is $3 more than Kim has. How much does Kim have?
11.	Number at start, number at end	Number removed	Kim had 15 boxes of cards. After Maria left she had 12. How many did Maria take?
12.	Number of groups, number in one group	How many in total	Kim has 5 boxes of batteries. There are 6 batteries in each box. How many batteries does she have?
13.	Number in a group and comparison with another group	Number in the other group	Maria has 6 plain doughnuts. She has 3 times as many jelly doughnuts. How many jelly doughnuts does she have?
14.	Number in each of two groups	Number of pairs possible	There are 6 different sandwiches and 4 kinds of soup on the menu. How many soup and sandwich lunches are possible?
15.	Number in total, number in group	Number of possible groups	Mrs. King has 69 students for a trip. A car will hold 6 students. How many cars are necessary?
16.	Number in total, number of groups	Number in group	Joe has a 24 cm board. He wants to saw it into 4 equal pieces. What will be the length of each piece?

Sequence 17-24 is designed to delineate one-step problems for which ratio, proportion and percent are important.

	Given	The student will be able to find	Example
17.	An existing ratio: cost and a known number	Cost	Kim is selling apples 4 for $.50. Maria wishes to buy 12 apples. What is her cost?
18.	An existing ratio part : whole and known whole	Number in part	Five of every 12 scouts are ball players. If the scout troops have 200 ball players, how many scouts are there?

19.	An existing ratio number: cost and a known cost	Number purchased	Three bars of soap are on sale for 89¢. Maria spent $3.56 on this sale. How many bars of soap did she buy?
20.	An existing ratio part : whole and a known whole	Number in whole	One out of every three Republicans is a Liberal. If a convention of Republicans has 200 Liberals, what is the total number of Republicans?
21.	A comparison of two known ratios	Which is the most favorable?	Five Leghorns will lay 12 eggs in a week. Seven Rhode Island Reds will lay 16 eggs in a week. Which breed is the better producer of eggs?
22.	A known percent and a whole	The part represented by the percent	Five percent of a shipment of apples is spoiled. If 300 kg of apples arrived, how many kg were spoiled?
23.	A known percent and a part	The whole	Twelve percent of Maria's cats are Persian. If she has 15 Persian cats, how large is her cat collection?
24.	The part and the whole	The percent	Kim has 14 purebred dogs in a kennel of 42. What percent of his dogs are purebred?

GLOSSARY

Addend	One of a group of numbers to be added, i.e., $2 + 7 + 5 = 14$; 2, 7, and 5 are addends; 14 is the sum.
Cardinal numbers	Those numbers which are used to describe how many elements are in a given set.
Commutative property (Addition)	The property whereby $a + b = b + a$ for all real numbers a and b; i.e, the order of the addends does not affect the sum.
Commutative property (Multiplication)	The property whereby $a \times b = b \times a$ for all real numbers a and b; i.e., the order of the factors does not affect the product.
Composite number	A number greater than one which has more than two factors; i.e., 12 is a composite number since $12 = 2 \times 2 \times 3$.
Disjoint sets	Two or more sets whose intersection is empty; i.e., the two have no common elements. In the following: $A = \{1, 2, 3\}$ $B = \{3, 4\}$ $C = \{4, 5, 6\}$ A and C are disjoint sets; A and B are not disjoint sets.
Exponent	In 3^5, 5 is the exponent. It indicates the number of times 3 is a factor; i.e., $3^5 = 3 \times 3 \times 3 \times 3 \times 3$
Factor	A multiplicative part of a number; i.e., 2 is a factor of 12 because $12 = 2 \times 6$.
Minuend	A number from which another number is to be subtracted; i.e., in $5 - 2 = 3$, 5 is the minuend, 2 is the subtrahend, and 3 is the difference.
Multiplicand	A number to be multiplied; i.e., in $47 \times 3 = 141$, 47 is the multiplicand, 3 is the multiplier, and 141 is the product.
Numerals	Symbols used to denote numbers; i.e., 0, 1, 2, 3, ...9 (Hindu-Arabic numerals, and I, V, X ... C Roman numerals.)
Ordinal numbers	Numbers that denote the order or position of one element in a series; i.e., in the sequence of letters A, B, C, D, the letter C is the third letter in this series; "third" is an ordinal number.

Quadrilateral	A four-sided figure.
Reciprocal	The reciprocal of a number is the number whose product with the given number is one; i.e, the reciprocal of 5 is $\frac{1}{5}$ since $5 \cdot \frac{1}{5} = 1$; the reciprocal of $2\frac{3}{4}$ is $\frac{4}{11}$ since $2\frac{3}{4} \cdot \frac{4}{11} = 1$.
Rename	To change a number to a different form of equivalent value; i.e., 47 can be renamed 40 + 7, or 30 + 10 + 7, etc.
Subtrahend	A number to be subracted from another number. (See minuend.)

ADULT BASIC EDUCATION
LISTENING AND SPEAKING
ENGLISH LANGUAGE SKILLS CURRICULUM

This listing of skills assumes that:

1. The student's sensory and speech-producing faculties are normal.

2. The student is able to comprehend simple, non-technical statements, directions, and questions when presented verbally.

3. The student has mastered the basic syntax and vocabulary of the English language well enough to make, verbally, simple statements and questions that express his or her feelings, ideas, and wants; and to impart information in response to inquiries.

Based on these assumptions, Adult Basic Education instruction in listening and speaking skills, with a focus on the External High School Diploma credential, should enable the student to:

- Identify, in a taped presentation, heard once:
  - The main idea of the selection
  - Supporting details for the main idea
  - Conclusions
  - Inferences
  - Facts and opinions
  - Elements of inflection and bias used by speakers as a means of influencing listeners.
- Recognize when, in a verbal exchange, questions require answers couched in complete sentences and when single words or simple phrases are appropriate responses
- Repeat correctly (from immediate recall) simple three-part directions presented verbally
- Organize, spontaneously, thoughts on a subject in such a manner as to express a coherent verbal response, free of grammatical errors and slang, presented in an audible tone, and with enunciation distinct enough to communicate
- Use gestures and facial expressions to supplement verbal communication when appropriate
- Ask, in a polite manner, for a speaker to repeat utterances not understood
- While participating in small group discussion:
  - Contribute relevant comments at the proper time, fully developing ideas, yet not dominating the discussion

- Identify logic, lack of logic, consistency and inconsistency of argument, tongue-in-cheek comments, innuendos, intentional hyperbole, and humor — especially puns
- Argue a viewpoint in a factual manner showing proper restraint in the use of hostile, offensive oaths, threats and gestures
- Seek clarification of viewpoints not understood and sense when his or her own viewpoint needs clarification or emphasis by repetition, rewording, example, or definition, and provide same
- Modulate volume depending on size of group and extent of background noise

o In using the telephone to make an appointment or to request assistance of a public services office, report an emergency, or make a complaint:

- Know whom to call
- Identify self and interest in matter — especially if an advocate for someone else
- Identify problem
- Be patient with the process of being transferred to another line
- Anticipate and assemble documents, identification numbers, and other information liable to be asked for as well as a pencil and paper to record information provided
- Suggest a solution to the problem (if appropriate) or a follow-up (who contacts whom-when) if necessary

ADULT BASIC EDUCATION

ENGLISH AS A SECOND LANGUAGE CURRICULUM

Introduction:

The purpose of this curriculum is to provide a flexible framework for English as a second language instruction for adults. It is designed to both recognize and enhance a variety of teaching styles and approaches to language instruction.

The curriculum identifies and defines essential elements of an ESL instructional program. It can serve as a guide to existing programs that wish to review the comprehensiveness of their English language services as well as a guide to emerging programs that desire to develop such services.

The core of the curriculum is a description of the four skill areas of listening, speaking, reading, and writing. Each skill area is divided into:

- Enabling skills ("The student will learn to. . . .") which focus on learning language.
- Communication skills ("The student will be able to. . . .") which focus on using the language skills in broadly defined social situations.

Reference listings are also provided which describe in greater detail the grammatical structures of the English language and the common social contexts in which they are used. Each of these lists suggests four levels of instruction or student competency. It is assumed that students will demonstrate increased control and accuracy in their use of the English language as they move through the four levels.

While it is expected that listening and speaking skills will receive the greatest emphasis, it is still important that learning activities be planned for each of the skill areas and at all four levels. Reading and writing need to be recognized as an integral part of the ESL curriculum and included on a regular basis.

In using this curriculum guide, and in developing supporting activities, it is most important that consideration be given to each student's:

- Purposes in learning English
- Stage in the learning process; i.e., moving from dependence to independence
- Learning style
- Cultural background
- Assessed instructional needs

The successful implementation of this curriculum requires not only an initial assessment of student needs, but also a system of monitoring student progress at regular intervals.

In using this curriculum, it must be remembered that for students to internalize their language learning, it is critical that instruction must develop the students' confidence in their ability to communicate in English and their willingness to take risks in using newly learned expressions. The instructional program also needs to encourage students to assume responsibility for their learning and to become independent in their new language.

Acknowledgment is given to the ABE/ESL/HSE Services Program, Office of Occupational and Career Education, New York City Board of Education for its ESL curriculum which not only contributed key components, but also provided an excellent framework for the development of this curriculum.

Listening Skills:

- The student will learn to:
  - Recognize English sounds (phonemes) not existing in their first language. Example:

    The "th" sounds as in "think" and "that" and the "z" sound as in "zipper" are sounds not found in the Chinese language.

  - Recognize English word boundaries. Example:

    I scream
    ice cream

  - Discriminate among English sounds. Example:

    pet, pat
    berry, very

  - Use context clues to determine meaning. Example:

    Is John present?
    Do you have a present for John?

  - Distinguish and interpret intonation patterns and stress. Example:

    It's raining outside.
    It's raining outside?

  - Recognize functional vocabulary related to survival needs. Example:

    Where do you live?
    Call an ambulance.

  - Interpret non-verbal behavior. (Though not strictly a listening skill, it is useful for understanding spoken communication.)

- The learner will be able to comprehend spoken:
  - Facts, feelings, opinions
  - Requests, commands, directions
  - Messages at a variety of formality levels
  - Messages couched in a varietry of accents and dialects
  - Media

Speaking Skills:

- The student will learn to select, produce and use appropriate:
  - Sounds of the English language
    - By being aware of general principles regarding English sound structure. Example:

      English is not an entirely phonetic language.
    - By using the listening skills of sound discrimination to select appropriate sounds
    - By identifying his or her own pronunciation errors in English
    - By producing all English sounds including those that do not appear in the first language
  - Vocabulary (The listing of language contexts in the appendix will suggest appropriate word categories.)
  - Intonation
  - Rhythm
  - Stress
  - Phrasing
  - Tone
  - Syntax and grammar (Refer to listing of grammatical structures.)
- The learner will be able to make himself/herself understood and interact by initiating and responding to communication at a variety of formality levels for a variety of purposes such as the following:
  - Offering information about facts, feelings, or opinions
  - Asking questions about facts, feelings, or opinions

- Clarifying facts, feelings, or opinions
- Responding (agreeing/disagreeing) (expressing emotions)
- Making requests (persuading, suggesting, urging, commanding)
- Socializing (greeting, meeting, inviting)

Reading Skills:

Note: This section assumes that the student is literate in his or her first language. For further information on the teaching of reading see the Adult Basic Education Reading Skills Curriculum, pages 43 through 48.

o The student will learn to:

- Recognize and reproduce the symbol sound associations of the English language.
- Recognize and utilize in decoding, the non-phonemic writing conventions of the English language. Example:
  - Reading from left to right and top to bottom
  - Paragraph indentations
  - Punctuation
  - Capitalization
- Use context clues to determine the meanings of unknown words
- Recognize basic vocabulary and functional words related to survival needs. (Will be suggested by listing of contextual situations.)

o The student will be able to comprehend written English in order to:

- Gather information
- Expand employment opportunities
- Expand leisure-time opportunities and enjoyment
- Complete classroom assignments
- Enrich his or her vocabulary
- Reinforce the syntax of the English language
- Become independent in his or her language development
- Become independent in dealing with societal demands

Writing Skills:

Note: This section assumes the student is literate in his or her first language. For further information on the teaching of writing, see Adult Basic Education Writing Skills, pages 49 through 57.

- The student will learn to:
  - Reproduce the letters of the English alphabet in manuscript and cursive, upper case and lower case.
  - Reproduce the Arabic numerals 0-9.
  - Spell basic vocabulary and functional words related to survival and everyday needs.
  - Use the non-phonemic writing conventions of the English language. Example:
    - Capitalization
    - Punctuation
    - Paragraph indenting
    - Left to right and top to bottom progression
- The student will be able to produce written English in order to:
  - Impart basic information
  - Request basic information
  - Apply for employment and government entitlements
  - Complete classroom assignments
  - Express personal feelings, opinions, attitudes, and complaints

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GRAMMATICAL STRUCTURES
LEVEL I

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO & INFORMATION QUESTIONS	LONG AND SHORT ANSWERS
PRESENT TENSE WITH "BE"	I am a student. He is Chinese. It's hot. They're not happy. We aren't married. COMMAND: Be quiet! Don't be late! Let's be early.* Let's not be late.*	Are you married? How is she?	Yes, I am. No, I'm not married. Fine. She's fine.
PRESENT TENSE WITH "BE" USING "THERE," "HERE," AND "IT" IN INITIAL POSITION	There are books in the closet. Here's your change. It's hot.	Is there an apartment for rent? What time is it?	Yes, there is. No, there isn't an apartment for rent. 7:15 It's 7:15.
SIMPLE PRESENT TENSE WITH OTHER VERBS	I have a headache. He speaks Spanish. They don't live in the Bronx. He doesn't have the book. COMMAND: Give me a pencil, please. Speak slowly! Don't walk. Let's go.* Let's not go.*	Do you go to school? Where do you live?	Yes, I do. No, I don't go to school. In Brooklyn. I live in Brooklyn.
PRESENT CONTINUOUS	I'm eating now. They aren't working.	Are you talking? What's he doing?	Yes, I am. No, I'm not talking. Writing. He's writing.

*MAY BE INTRODUCED AT THIS LEVEL IF APPROPRIATE TO CLASS

GRAMMATICAL STRUCTURES
LEVEL I

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO & INFORMATION QUESTIONS	LONG AND SHORT ANSWERS
SIMPLE PAST TENSE REGULAR AND MOST COMMON IRREGULAR VERBS*	Bob walked to school. They prepared dinner. We wanted some ice cream. She was absent. He went to the store. I had a headache. He didn't sleep.	Did she get to class on time? Was he sick? Why did he leave?	Yes, she did. No, she did not get to class on time. Yes, he was. No, he wasn't. Because he was tired. He left because he was tired.
FUTURE WITH "WILL"	I'll see you tomorrow. She won't do her homework.	Will you be home later? Where will you be?	Yes, I will. No, I won't be home later. At school. I'll be at school.
MODAL: CAN*	I can type. Mary can't swim.	Can you ride a bike? When can you take the test?	Yes, I can. No, I can't ride a bike. At 3 o'clock. We can take the test at 3 o'clock.
COMMON TWO-WORD VERBS (ADVERBS)	Turn off the lights. Put on your clothes. I'm getting off. He wakes up at 7:00. Put (it, them) away.* Put the books away.* Put away the books.* She steps on the stone(s).*		
POSSESSIVE NOUNS AND ADJECTIVES Maria's, my, your, his, her, its, our, their	Maria's mother lives in Miami. Her mother lives in Miami.		

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GRAMMATICAL STRUCTURES
LEVEL I

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS	LONG AND SHORT ANSWERS
DIRECT AND INDIRECT OBJECT PRONOUNS OBJECTS OF PREPOSITIONS me, you, him, her, it, us, them	Give me the book. Give the book to me. She is working with her. He buys it for me.* He buys me it.* He buys them for me.*		
DEMONSTRATE ADJECTIVES AND PRONOUNS this - these that - those	ADJECTIVES: I need this book. / I need these books. / I need that book. / I need those books. PRONOUNS: I need this. / I need these. / I need that. / I need those.		
SIMPLE INFORMATION QUESTION WORDS "HOW," "WHAT," "WHERE," "WHY," "WHO," "WHEN," "HOW MANY," "HOW MUCH"		When's the break? Who's that? Why are you late? How many children do you have?	
DEFINITE AND INDEFINITE ARTICLES the, a, an, X (no article)	I need an umbrella. The brown umbrella is hers. I like X ice cream. I go to X school.		
WORD ORDER OF ADJECTIVES AND NOUNS	That's a beautiful sweater.		
CARDINAL AND ORDINAL NUMBERS	She's 25 years old. She lives on 25th Street. He lives on the first floor.		

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GRAMMATICAL STRUCTURES
LEVEL I

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS	SHORT AND LONG ANSWERS
POSSESSIVE PRONOUNS my, mine, yours, his, hers ours, theirs, its	That seat is mine, not yours.		
ADVERBS OF TIME, FREQUENCY, AND MANNER	They leave early. He visits us often. She sings well.		
WORD ORDER OF ADVERBS	She always comes late. She's never on time.		
SIMPLE PREPOSITIONS OF TIME AND PLACE	Come at 8:00. She lives on Park Place. She lives in Brooklyn. She lives at 485 Park Place.		
INTERJECTIONS (EXCLAMATIONS)	Boy, it's hot! Hey, that's mine! Ouch!		
SIMPLE CONJUNCTIONS "AND," "BUT," "OR"	I need aspirins and bandaids. I work and I go to school. I speak English, but not French. She always wears brown or black.		

*MAY BE INTRODUCED AT THIS LEVEL IF APPROPRIATE TO CLASS

GRAMMATICAL STRUCTURE
LEVEL II

Level II is a review and expansion of the structures already taught in Level I, plus the introduction of the following structures.

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS	SHORT AND LONG ANSWERS
PRESENT TENSE "BE" ("LET'S" COMMANDS)	Let's be early. Let's not be late.		
SIMPLE PRESENT TENSE WITH OTHER VERBS: "LET'S" COMMANDS	Let's go. Let's not go.		
FUTURE WITH "WILL"	I'll see you tomorrow. She won't do her homework.	Will you be home later? Where will you be?	Yes, I will. No, I won't be home later. At school. I'll be at school.
"GOING TO" FUTURE	They're going to eat later.	Is she going to go home? When is she going to arrive?	Yes, she is. No, she isn't going to go home. At eight. She's going to arrive at eight.
PAST CONTINUOUS	He was eating his lunch at 12:00.	Was she doing her homework? What was she doing yesterday afternoon?	Yes, she was. No, she wasn't doing her homework. Swimming. She was swimming.
SIMPLE PAST TENSE: REGULAR AND MOST COMMON IRREGULAR VERBS	Bob walked to school. They prepared dinner. We wanted some ice cream. She was absent. He went to the store. I had a headache. He didn't sleep.	Did she get to class on time? Was he sick? Why did he leave?	Yes, she did. No, she didn't get to class on time. Yes, he was. No, he wasn't. Because he was tired. He left because he was tired.

GRAMMATICAL STRUCTURES
LEVEL II

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO INFORMATION QUESTIONS	SHORT AND LONG ANSWERS
LINKING VERBS: PRESENT AND PAST (other than "Be") seem, look, appear, become, feel, sound	He seems angry. The child looks sad. It seemed difficult.	Does she seem tired? Why did she feel tired?	Yes, she does. No, she doesn't seem tired. Because she works hard. She felt tired because she worked hard.
"USED TO" (INDICATING PAST)	He used to work in that store.	Did you use to live in Queens? Did you ever live in Queens? Where did you use to study?	Yes, I did. No, I never lived there. At the learning center. I used to study at the learning center.
INFINITIVE CONSTRUCTIONS like to, want to, need to	Uncle Al likes to eat Chinese food. They want to go. We need to learn English.	Does your aunt like to shop? Where do you want to eat? What do you need to do?	Yes, she does. No, she doesn't like to shop. At the Gold Palace. I want to eat at the Gold Palace. Study. I need to study.
MODALS OF: ABILITY: "CAN," "COULD" (PAST) "BE ABLE TO" (PRESENT AND PAST)	I can (could) type. He is (was) able to learn English.	Can you drive? When is she able to leave?	Yes, I can. No, I can't drive. At 6 o'clock. She's able to leave at 6:00.
PERMISSION: "MAY," "CAN" ("COULD"—polite form in a question)	You may come in. You can have some tea.	May I see that? Can (could) I meet you later?	Yes, you may. No, you may not see that. Yes, you can. No, you can't meet me later.

GRAMMATICAL STRUCTURE
LEVEL II

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO INFORMATION QUESTIONS	SHORT AND LONG ANSWERS
MODALS OF: POLITE REQUEST: "WOULD" NECESSITY: "MUST," "HAVE TO"	I'd like to meet him. I must go. I don't have to go.	Would you like a cup of coffee? Must you go? Do you have to go?	Yes, I would. No, I wouldn't like a cup of coffee. Yes, I must. No, I don't have to. Yes, I do (must). No, I don't have to go.
COMMON TWO-WORD VERBS (ADVERBS): SEPARABLE AND NON-SEPARABLE	Put (it, them) away. Put the books away. Put away the books. She steps on (it, them). She steps on the stone(s).		
MORE COMPLEX INFORMATION QUESTION WORDS "WHOSE," "WHAT KIND OF," "WHICH (ONE)"		Whose umbrella is this? What kind of food do you like?	Mine. It's mine. Italian. I like Italian food.
DIRECT AND INDIRECT OBJECT PRONOUNS (TOGETHER IN THE SAME SENTENCE) PREPOSITIONAL PHRASES	He buys it for me. He buys me it. He buys them for me. He buys me them.		
REFLEXIVE PRONOUNS myself, yourself, (yourselves), himself, herself, itself, ourselves, themselves	He did it himself. We prepare dinner ourselves.		
RECIPROCAL PRONOUNS each other, one another	They help each other (one another).		

GRAMMATICAL STRUCTURES
LEVEL II

	AFFIRMATIVE & NEGATIVE STATEMENTS		YES/NO AND INFORMATION QUESTIONS	SHORT AND LONG ANSWERS
MASS AND COUNT NOUNS	I drink milk.		How much milk do you drink?	A lot. I drink a lot of milk.
	I drink three glasses of milk.		How many glasses of milk do drink?	A lot. I drink a lot of (many) glasses a day.
WORD ORDER OF MULTIPLE ADJECTIVES BEFORE NOUNS	I bought a new, glass coffee table.			
INDEFINITE ADJECTIVES/PRONOUNS some any many much a few a lot of another other	ADJECTIVE I need some money. I don't have much money. Give me another book. She has a few friends.	PRONOUN I don't see anybody. Someone knows the answer. I want the others. I'd like some.	Do you want some(any) ice cream? Do you have a lot of (much) money? Do you see anyone (someone)?	Yes, I do. Yes, I want some. No, I don't want any. Yes, I do. Yes, I have a lot of money. No, I don't have much money Yes, I do. Yes, I see someone. No, I don't see anyone.
some any many much a few a lot another the other(s) someone/body anyone/body no one/body everyone/body				
EQUAL AND UNEQUAL COMPARISON OF ADJECTIVES AND ADVERBS	ADJECTIVES			
er . . . . . than the . . . . . est (of all) more. . . . . than less . . . . . than most. . . . . of all least. . . . . of all (not) as. . . as	He is taller than I. He is the tallest (of all the children.) She is more beautiful than her sister. Her sister is less beautiful than she. She is the most beautiful (of all). She is the least beautiful (of all). She is as beautiful as her sister. Her sister is not as beautiful as she.			

GRAMMATICAL STRUCTURES
LEVEL II

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS	SHORT AND LONG ANSWERS
EQUAL AND UNEQUAL COMPARISON OF ADJECTIVES AND ADVERBS	ADVERBS He lives closer to the school than I. He lives the closest to the school (of all). He learns more quickly than I. I learn less quickly than he. He learns the most quickly (of all). I learn the least quickly (of all). He learns as quickly as I. I don't learn as quickly as he.		
INTENSIFIERS very, too, so, extremely	It's very hot in there. It's too hot to work. She's extremely tired. It's so hot in here!		

GRAMMATICAL STRUCTURES
LEVEL III

Level III is a review and expansion of the structures already taught in Levels I & II, plus the introduction of the following structures.

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
PRESENT PERFECT	I've lived here for three years.	Have you eaten lunch?	Yes, I have. No, I haven't eaten yet.
	She's been a doctor since 1970.	Why haven't you called?	I had no time. I haven't had any time.
"IF" CLAUSES (FUTURE)	I'll go to the beach if it's hot.	Will you come if you have time?	Yes, I will. No, I won't come.
	If it doesn't rain, I'll come.	Where will you go if it rains?	To the movies. I'll go to the movies.
PAST CONTINUOUS WITH PAST	I was going home when the lights went out.	Weren't they sleeping when the phone rang?	Yes, they were. No, they weren't sleeping (when the phone rang).
	He wasn't home when the fire started.	Where were you going when the bus broke down?	Home. I was going home.
FUTURE CONTINUOUS	He'll be working at this time tomorrow.	Won't she be coming to school tomorrow?	Yes, she will. No, she won't be coming to school tomorrow.
	We won't be coming back to this restaurant again.	What will you be doing in an hour?	Taking the bus. I'll be taking the bus in an hour.

GRAMMATICAL STRUCTURES
LEVEL III

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
MODALS OF NECESSITY: "SHOULD," "OUGHT TO," "BE SUPPOSED TO" (PRESENT AND PAST)	She should (ought to) stop smoking.	Shouldn't she leave now?	Yes, she should. No, she shouldn't leave now.
	I'm (was) supposed to meet her later.	When are you supposed to be there?	At noon. I'm supposed to be there.
"HAD BETTER"	You'd better pay attention.	What should (must) you do?	Study. I'd better study more.
"HAVE GOT TO" "DON'T HAVE TO" (NEG. OF "HAVE GOT TO")	I've got to go now.	What have you got to do?	Iron. I've got to iron. I don't have to iron.
"HAD TO" (PAST OF MUST)	"I must go," he said. He said he had to go.	Why did you have to go?	Because I had to work. I had to go because I had to work.
POSSIBILITY: "MAY" (MIGHT)	It may (might) rain today.	Do you think you may (might) go to the party?	Yes, I may (might). Yes, I may (might) go to the party.
PROBABILITY: "MUST"	Everyone has an umbrella; it must be raining.	Why is she crying? What's the matter with her?	She must be in pain.

GRAMMATICAL STRUCTURES
LEVEL III

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
TAG QUESTIONS AND RESPONSES		You're ready, aren't you? You're not ready, are you? You bought the tickets, didn't you? They'll be there, won't they? She hasn't eaten, has she?	Yes, I am. No, I'm not ready yet. Yes, I did. No, I didn't buy them yet. Yes, she has. No, she hasn't eaten.
COMPLEX SENTENCES WITH "WHO," "THAT," AND "WHICH"	The woman who just left was waiting for you. The cake that you made is delicious. All the cakes, which are on the shelf, are chocolate.	Is the man who lives here home? Where's the book that I was reading?	Yes, he is. No, the man (who lives here) isn't home. On the table. The book (that you were reading) is on the table.
DIRECT AND INDIRECT SPEECH	She said, "I'm sorry." She said that she was sorry. Ask her what time it is. Please find out where he lives. Tell me how you are.		
COMPOUND SENTENCES WITH "EITHER," "SO," "TOO," "NEITHER"	They don't like cold weather, and I don't either. He works and so does his wife. Louis is tall, and his son is too. They never stay up late, and neither do I.		
VERB PLUS GERUND OR INFINITIVE (OR EITHER)	I don't like ironing. I don't like to iron. They need to work. Joe continued to talk. COMMAND: Stop smoking. No littering.		

GRAMMATICAL STRUCTURES
LEVEL III

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
EQUAL AND UNEQUAL COMPARISON OF NOUNS			
AS MANY. . . . . AS NOT AS MANY. . AS	There are (not) as many students here today as yesterday.		
AS MUCH. . . . . AS NOT AS MUCH. . AS MORE. . . THAN LESS . . . THAN FEWER. . THAN LEAST . . (OF ALL) MOST . . (OF ALL)	I (don't) have as much money as you do. I have more money than you do. She has less money than I have. She has fewer children than I. She has the least money (of all of us.) I have the most work (of all).		
OTHER INDEFINITE ADJECTIVES/PRONOUNS	**ADJECTIVE**	**PRONOUN**	
all / all both / both each / each either / either least / least less / less little / little more / more most / most neither / neither no / none one / one plenty (of) / plenty several / several	All parks are open on Sunday. I have no food. Both jobs seem interesting. Do most children learn to read? Several students came early.	All are here. None can read. Which do you want? Neither. Yes, most do. Several came late.	
EXCLAMATORY SENTENCES	What a beautiful girl she is! How late it is! Am I tired!		

GRAMMATICAL STRUCTURES
LEVEL IV

Level IV is a review and expansion of the structures already taught in Levels I - III, plus the introduction of the following structures.

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
PRESENT PERFECT CONTINUOUS	I've been waiting for you for ten minutes. He's been working there since 1980.	How long have you been studying Eng'ish? Has he been living in New York a long time?	Four years. I've been studying English for four years. Yes, he has. No, he hasn't been living in New York a long time.
PAST PERFECT	I had spoken to him before I wrote the report. I had met her parents before I met her.	Had you eaten before you arrived? What had he done before he went to the movies?	Yes, I had. No, I hadn't eaten before I arrived. Cashed a check. He had just cashed a check.
PAST PERFECT CONTINUOUS	He had been working for two years when he got a raise. We had been watching television when the lights went out.	Hadn't he been living in Cuba during the Revolution? Where had he been living?	Yes, he had. No, he hadn't been living in Cuba during the Revolution. In Cuba. He had been living in Cuba.
FUTURE INTENTION IN PAST	I was going to work tonight, but I changed my mind. She was going to call him, but she was interrupted.	Weren't you going to work tonight?	Yes, I was. No, I wasn't going to work tonight.
FUTURE PERFECT*	I will have spent all my money by Friday. They will have eaten everything by the time you get here.	Won't they have missed the train by now? By when will you have spoken to him?	Yes, they will have. They will have missed the train by Friday. I will have spoken to him by Friday.

*MAY BE INTRODUCED IF APPROPRIATE TO CLASS.

GRAMMATICAL STRUCTURES
LEVEL IV

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
FUTURE PERFECT CONTINUOUS*	I will have been driving a cab for three years.	How long will you have been studying English?	Three years. I will have been studying English for three years.
CAUSATIVE "HAVE"*	I have my clothes dry-cleaned at Joe's Cleaners. He has his apartment painted every three years.	Do you have your hair cut at the barber shop? How often does she have her windows washed?	Yes, I do. No, I don't have my hair cut at the barber shop. Every six months. She has them washed every six months.
IF CLAUSES IN UNREAL CONDITIONS PRESENT AND PAST*	If I were you I'd buy a car. If I had had the money, I would have bought a car.*	If you were a rich man, would you buy a house? Would they have come if they had known you were here?	Yes, I would. No, I wouldn't buy a house. Yes, they would have. No, they wouldn't have come if they had known.
USES OF "BE USED TO," "WOULD RATHER," "WOULD BE BETTER"	I'm used to New York now. I'd rather live in New York than San Francisco. It would be better if we stayed home.	Are you used to your glasses yet? Would you rather be rich or poor? Wouldn't it be better if you did it this way?	Yes, I am. I'm not used to them yet. I'd rather be rich. Yes, it would. No, it wouldn't be better.
SENTENCES WITH "IN SPITE OF," "BECAUSE OF," "DESPITE," "REGARDLESS OF," "ON ACCOUNT OF"	In spite of everything, I really love you. Because of the weather, we didn't go to the beach. He is really very nice despite his temper.	Will you come in spite of the weather? Why does the city have fewer policemen? Did he get into college?	Yes, I will. No, the weather is bad. I won't come. Because of budget cuts. The city has fewer policemen because of budget cuts. Yes, despite his poor grades, he got into college.

*MAY BE INTRODUCED IF APPROPRIATE TO CLASS.

GRAMMATICAL STRUCTURES
LEVEL IV

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
(continued)	Regardless of what you say, he will do it his way.	Are people elected regardless of their ability?	Yes, they are. No, they aren't elected regardless of their ability.
	He was late on account of her.	Did she get the job?	She got the job on account of her experience.
Sentences with "WHOSE"*	The man whose son is the leader is over there.		
MODALS OF:			
NECESSITY: "SHOULD HAVE," "OUGHT TO HAVE"	You should have come to the party. He ought to have finished his work.		
POSSIBILITY: "MAY HAVE," "MIGHT HAVE"	It may (might) have rained last night.		
PROBABILITY: "MUST HAVE," "SUPPOSED TO," "SUPPOSED TO HAVE"	She must have been very tired. It's supposed to be a good movie.	Is she supposed to be a nice woman?	Yes, she is. She's supposed to be a nice woman.
	It was supposed to have been a good movie.	Was it supposed to have rained today?	Yes, it was. Yes, it was supposed to have rained today.
MODALS OF CONDITION: "COULD, "COULD HAVE,"* "WOULD," "WOULD HAVE,"* "SHOULD, SHOULD HAVE*	If I have time, I could help you. I could have helped you if I had had the time.*	Could you be there on time? Could you have been there on time?	Yes, I could. If I left early, I could have been there on time.
	If I were you, I'd buy the book.	Would you take the job?	Yes, I would take the job if I were you.
	I would have gone to the movies if I'd had the money.*	Would you have taken the job?	If I had been you, I would have taken the job.
	If you want to lose weight, you shouldn't eat candy.*	Should I go to the concert?	If you have the money, you should go to the concert.
	You should have mailed the letter if you had wanted it to get there on time.*	Should I have gone?	If you had had the money, you should have gone.

*MAY BE INCLUDED IF APPROPRIATE TO CLASS.

GRAMMATICAL STRUCTURES
LEVEL IV

	AFFIRMATIVE & NEGATIVE STATEMENTS	YES/NO AND INFORMATION QUESTIONS AFFIRMATIVE & NEGATIVE	SHORT AND LONG ANSWERS
PASSIVE VOICE FOR ALL TENSES	English is spoken here. The dress was made by hand. The class will be taught by Mr. Jones. The package is being shipped by truck. During the war, cars weren't being made in Japan.		
GERUNDS AND PAST PARTICIPLES USED AS ADJECTIVES IN CONTRAST	I'm bored. He's boring. He's tired. The class is tiring.		
"WHOEVER," "WHATEVER," "WHICHEVER"*	Whoever wants to go may go. You may say whatever you please. Take whichever one you want.		
"ANYONE," "ANYBODY" (In subject position)	Anyone can go. Anybody who wants to leave may leave.		

*MAY BE INCLUDED IF APPROPRIATE TO CLASS.

REFERENCE LISTING OF GRAMMATICAL STRUCTURES

The following list is provided as a guide for the teaching of grammatical structures. It suggests appropriate levels at which the structures may be introduced, reviewed and expanded.

Clearly, any structures (regardless of suggested levels) that arise in class may be touched upon and/or taught.

o VERBAL CONSTRUCTIONS AND ADVERBS	INTRODUCE	REVIEW & EXPAND	CHECK-LIST
. Adverbs of time, frequency, and manner	I	II, III, IV	
. Adverb placement	I	II, III, IV	
. Causative "have"	IV		
. Commands: let's with "be" and other verbs	II	III, IV	
. Commands: other verbs	II	III, IV	
. Direct and indirect speech	III	IV	
. Equal and unequal comparisons of adverbs	II	III, IV	
. Future: going to	II	III, IV	
. Future: will	II	III, IV	
. Future continuous	III	IV	
. Future intention in the past	IV		
. Future perfect	IV		
. Future perfect continuous	IV		
. "If" clauses: future	III	IV	
. "If" clauses in unreal conditions: present	IV		
. "If" clauses in unreal conditions: past	IV		
. Infinitive constructions	II	III, IV	
. Information question words (simple), who, what, where, how	I	II, III, IV	
. Information words (more complex), whose, which, why	II	III, IV	
. Intensifiers (very, too, so)	II	III, IV	
. Linking verbs (other than "be"): present and past	II	III, IV	
. Modals: Ability			
Can	II	III, IV	
Be able to (present and past)	II	III, IV	
Could (past of can)	II	III, IV	
. Modals: Condition			
Could	III	IV	
Could have	IV		
Would	III	IV	
Would have	IV		
Should	IV		
Should have	IV		
. Modals: Necessity			
Must, have to	II	III, IV	
Have got to	III	IV	
Had better	III	IV	
Had to (past of must)	III	IV	
Should, ought to	III	IV	
Should have, ought to have	IV		
. Modals: Permission			
may, can, could (polite form)	II	III, IV	
. Modals: Polite request			
would	II	III, IV	
. Modals: Possibility			
may (might)	III	IV	
may have (might have)	IV		
. Modals: Probability			
must	III	IV	
must have	IV		
supposed to, supposed to have	IV		
. Passive voice (with and without agent), past and present	III	IV	
. Past-simple with regular and most common irregular verbs	II	III, IV	

GRAMMATICAL STRUCTURES (Continued)

	INTRODUCE	REVIEW & EXPAND	CHECK LIST
. Past continuous	II	III, IV	
. Past continuous with past	III	IV	
. Past perfect	IV		
. Past perfect continuous	IV		
. Present: with be	I	II, III, IV	
. Present: be, with there, here and it in initial position	I	II, III, IV	
. Present: with other verbs	I	II, III, IV	
. Present continuous	I	II, III, IV	
. Present perfect	III	IV	
. Present perfect continuous	IV		
. Tag questions and responses "be" and other verbs	II	III, IV	
. Two-word verbs (common)	I	II, III, IV	
. Two-word verbs (separable and non-separable)	II	III, IV	
. Used to	II	III, IV	
(be) used to (accustomed to)	IV		
would rather	IV		
would be better	IV		
o NOUN, CONSTRUCTIONS, PRONOUNS, AND ADJECTIVES			
. Adjectives (multiple) word order before nouns	II	III, IV	
. Adjective and noun word order	I	II, III, IV	
. Cardinal and ordinal numbers	I	II, III, IV	
. Definite and indefinite articles	I	II, III, IV	
. Demonstrative adjectives and pronouns	I	II, III, IV	
. Direct and indirect object pronouns	I	II, III, IV	
. Direct and indirect object pronouns (together in same sentence)	II	III, IV	
. Equal and unequal comparisons of adjectives	II	III, IV	
. Equal and unequal comparisons of nouns	III	IV	
. Gerunds and past participles used in adjectives (in contrast)	IV		
. Indefinite adjectives and pronouns	II	III, IV	
. Indefinite adjectives and pronouns: more difficult	III	IV	
. Mass and count nouns	II	III, IV	
. Prefixes some, any, every, no plus body or thing/+ somebody	III	IV	
. Possessive nouns and adjectives	I	II, III, IV	
. Possessive pronouns	I	II, III, IV	
. Reciprocal pronouns (each other, one another)	II	III, IV	
. Reflexive pronouns	II	III, IV	
. Subject position use of: anyone, anybody	IV		
. Verb + gerund or infinitive (or either)	III	IV	
whoever, whatever, whichever	IV		
o OTHER			
. Conjunctions (simple)	I	II, III, IV	
. Conjunctions in complex setences: who, that, which	III	IV	
. Conjunctions in complex sentences: despite, because of, regardless of, in spite of, in account of	IV		
. Conjunctions in complex setences: whose	IV		
. Conjunctions in compound sentences: (either, so too, neither)	III	IV	
. Exclamatory sentences	III	IV	
. Interjections (exlamations)	I	II, III, IV	
. Prepositions of time and place (simple)	I	II, III, IV	
. Punctuation and capitalization	II	III, IV	

CONTEXTS

Students should be able to use the grammatical structures in order to listen, speak, read, and write for a variety of purposes in a variety of contexts. This section of the curriculum lists the contexts to be taught in the four levels of the program. Since grammtical structures and skills are not taught in a vacuum and have meaning only in relation to a given purpose in a given context, the following broad context areas are suggested:

Everyday Language
The Self and the Family
The Home
The Community and its Resources
The Workplace
Culture and its Traditions

These broad context areas are applicable to any level of achievement and may be used in conjunction with any of the grammatical structures and any of the skills. Specific context areas have been suggested as being better suited to certain levels. Of course, any contextual area generated by student needs and interests is appropriate for inclusion. The right-hand column of each page indicates at which level a context should be introduced or reviewed. A checklist is provided so that a record may be kept.

CONTEXTS

EVERYDAY LANGUAGE

Topic	Example*	Introduce	Review & Expand	Checklist
Daily routine	I get up at 8:00	I	II, III, IV	
Time	What time is it? It is—. I eat at--	I	II, III, IV	
Numbers	One, first	I	II, III, IV	
Weather	What's the weather like? It's hot. Fahrenheit/centigrade	I	II, III, IV	
Calendar	Days, months, seasons. Written form: July 21, 1981; in 1981, in July, on July 21., on the 1st	I	II, III, IV	
Colors	Red blouse	I	II, III, IV	
Language about language	How do you spell? I don't understand. Please speak slowly. Please repeat. What does-----mean?	I	II, III, IV	
Classroom language	Names of classroom objects. Understanding and following directions. He's absent, present.	I	II, III, IV	
Gestures	I don't know; come here. Others particularly in contrast with students' native culture.	I	II, III, IV	
Greetings, farewells, and introductions	Formal and informal	I	II, III, IV	
Money	Names of coins and bills. 4 quarters = a dollar	I	II, III, IV	
Asking and giving directions	How do you get to___? Turn left; Go straight; north, south.	I	II, III, IV	
Important signs	Poison, men, women, exit, emergency entrance walk, don't walk	I	II, III, IV	
Local place names	Boroughs, neighborhoods, hospitals	I	II, III, IV	
Telephone (dialogues)	911 Report an emergency (name, address, number, and problem)	I	II, III, IV	
	411 Ask for a number	II	III, IV	
	0 Place a long distance call	III	IV	
Food	Names: fruit, vegetables	I	II, III, IV	
	Description: size, color, taste	I	II, III, IV	

CONTEXTS

THE SELF AND THE FAMILY

Topic	Examples	Introduce	Review & Expand	Checklist
Personal information (orally and on a form)	Name, address, telephone, country and city of origin, birthdate, SS#, welfare #, native language, occupation, sex, marital status, age, # of children, personal interests and likes and dislikes	I	II, III, IV	
Emotional and physical states	I'm tired, weak, angry. Height, weight. I'm tall, fat. Color of eyes, hair	I	II, III, IV	
Family members and relationships	How many _____ do you have? Oldest, youngest, mother-in-law	I	II, III, IV	
Parts of the body	My head; his arm In some languages, the is used instead of a possessive adjective.	I	II, III, IV	
Symptoms of illness (orally and in writing as in an absence excuse to school)	I have a headache; she has a pain in her _____.	I	II, III, IV	
Clothing	Names, sizes, a pair of _____. Common materials. What size do you wear?	I	II, III, IV	

THE HOME

Furniture and rooms	Names and room where found. I bake in the kitchen.	I	II, III, IV	
	Materials: It's made of wood, vinyl.	II	III, IV	
Household objects	Names of appliances, tools, cleaning products. How do you clean your kitchen floor?			
Kinds of housing	Private homes, apartments, co-ops	I	II, III, IV	
Real estate want ads	Can I have pets? Is there an elevator? Abbreviations	II	III, IV	
Renting an apartment	How much is the rent? Are utilities included? Will you paint the apartment? Deposit, lease	II	III, IV	

THE HOME (cont.)

Topic	Examples	Introduce	Review & Expand	Checklist
Apartment lease	Key terms. Who is responsible for what.	III	IV	
Complaints (orally and writing) to landlord (superintendent)	Rights. How to complain. I don't have any hot water.	II	III, IV	
Utilities	Getting them installed. Reading the bill. When does Con Ed. read your meter?	II	III, IV	
THE COMMUNITY AND ITS RESOURCES				
Transportation	Kinds--by bus, on foot. How does Bill go to work? Ask for tokens, tickets, transfers.	I	II, III, IV	
	Using maps	II	III, IV	
Post Office	Ask for services, stamps, money orders. Alien registration form	II	III, IV	
Medical Care	Names of key personnel: doctor, nurse. How to get emergency services. Read medicine labels. Follow doctor's orders.	I	II, III, IV	
	Kinds of medical care: clinic, hospital, gynecologist, pediatrician. Fill in health forms.	II	III, IV	
Recreation	Available facilities: museums, parks. Telephone cultural info. # 976-2323, 755-4100	I	II, III, IV	
Schools	Levels of schools: elementary, college. Names of key personnel: principal, teacher	I	II, III, IV	
Public Agencies (roleplay problems)	Names and functions: DSS, Unemployment, Immigration	I	II, III, IV	
Commerce	Kinds of businesses. Names of products and services. Ask about and read prices.	I	II, III, IV	
	Radio and TV ads	II	III, IV	
	Shop for food, clothing, and other necessities.	I	III, IV	
	Store services: referral, credit, exchanges, complaints, consumer rights	III	IV	
	Ordering in a restaurant; menu, tipping	I	II, III, IV	

THE COMMUNITY AND ITS RESOURCES (cont.)

Topic	Examples	Introduce	Review & Expand	Checklist
Banks and bank services	Write a check, deposit slip	I	II, III, IV	
	Interest; loans	III	IV	
Media	Get information from radio, TV, and newspapers. Current events	I	II, III, IV	
THE WORKPLACE				
Names of occupations	Baker, salesclerk	I	II, III, IV	
Job descriptions	She's a teacher. She teaches English.	I	II, III, IV	
Personal abilities	List of things one can do well. Compare with requirements of desired or actual occupations. I like to work inside.	I	II, III, IV	
Job sources	Bulletin boards, agencies, friends, and newspapers.	II	III, IV	
Want ads	Questions and answers: When does the job start?	II	III, IV	
	Abbreviations	II	III, IV	
Job interview	Roleplay	II	III, IV	
Resume	Practice writing	III	IV	
CULTURE AND TRADITIONS				
Holidays, history, and customs	July 4, Thanksgiving	I	II, III, IV	
Literature	Songs	I	II, III, IV	
	Poems, short stories	II	III, IV	
	Folktales, humor	III	IV	
Cultural comparisons (Compare U.S. culture with students' culture)	Names, food	I	II, III, IV	
	Family occasions: birthday, marriage, death	II	III, IV	
	Socializing. Roles of different ages and sexes. Concept of time. Stereotypes.	III	IV	
Government	Voter registration. Key offices	I	II, III, IV	
	Structure of government (Courts, laws)			

CONTEXTS OVERVIEW

TOPICS	INTRODUCE	REVIEW & EXPAND	CHECK LIST
o EVERYDAY LANGUAGE			
. Daily routine			
. Time			
. Numbers			
. Weather			
. Calendar			
. Colors			
. Language about language			
. Classroom language			
. Gestures			
. Greetings, farewells, and introductions			
. Money			
. Asking and giving directions			
. Important signs			
. Local place names			
. Telephone dialogues			
. Food			
o THE SELF AND THE FAMILY			
. Personal information			
. Emotional and physical states			
. Family members and relationships			
. Parts of the body			
. Symptoms of illness			
. Clothing			
o THE HOME			
. Furniture and rooms			
. Household objects			
. Kinds of housing			
. Real estate want ads			
. Renting an apartment			
. Apartment lease			
. Complaints			
. Utilities			
o THE COMMUNITY AND ITS RESOURCES			
. Transportation			
. Post Office			
. Medical care			
. Recreation			
. Schools			
. Public agencies			
. Commerce			
. Banks and bank services			
. Media			
o THE WORKPLACE			
. Names of occupations			
. Job descriptions			
. Personal abilities			
. Job sources			
. Want ads			
. Job interview			
. Resume			
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. Holidays, history, and customs			
. Literature			
. Cultural comparisons			
. Government			